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ABSTRACT

This guide is intended to assist home economics teachers in designing lessons and activities that will reinforce reading skills in consumer and homemaking education programs. Included in the guide are a total of 60 mini-lessons on the following areas of home economics: child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Each activity contains some or all of the following: content area, level of difficulty, home economics content objective, reading objective, learning activity, and source. An appendix contains the answers to all the activities. Also included is a matrix that details (1) the number(s) of the learning activities in which a particular reading skill is reinforced and (2) whether a given reading skill is required to pass the New Jersey High School Proficiency Test. (MN)

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Vocational Home Economics Education

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Reading in Consumer and Homemaking Education Programs

...A Guide for Reinforcing Basic Skills

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State of New Jersey
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Department of Home Economics
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CE

Vocational Home Economics Education

Reading in Consumer and Homemaking Education Programs

A Guide for Reinforcing Basic Skills

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FOREWORD

READING IN CONSUMER AND HOMEMAKING EDUCATION PROGRAMS: A GUIDE FOR REINFORCING BASIC SKILLS presents a process that will enable home economics teachers to design lessons and activities for the purpose of reinforcing reading skills in Consumer and Homemaking Education Programs. Reinforcing basic skills in Consumer and Homemaking Education Programs is not new. The Vocational Home Economics Coalition in **A QUEST FOR QUALITY: CONSUMER AND HOMEMAKING EDUCATION IN THE 80's** points out:

> Reading is emphasized through comparison analysis and interpretation in nutrition, child growth and development as well as physical, emotional, and economic concerns of families. Reading is stressed in Consumer and Homemaking Education classes through textbook assignments, product labels and directions, magazine articles, and newspapers. Also, library research and vocabulary development are appropriate in such areas as family relations, nutrition education, consumer education, parenting, and child development. Areas such as these have immediate, personal relevance for learners (1985, pp. 6-7).

Library Research and vocabulary development are also important in the teaching of foods and nutrition, clothing and textiles, and housing, home furnishings and equipment.

What is new about the process presented here is that the lessons and activities are designed to meet the content objectives outlined in the **CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING PROGRAMS IN NEW JERSEY** as well as reading skills selected from those required to pass the New Jersey High School Proficiency Test. The lessons and activities presented here are not intended to be recipes for reinforcing reading skills, but rather examples of how classroom teachers can use this process to design lessons to meet the specific needs of students in their classrooms.

The project was supported by a grant awarded to the Department of Home Economics at Glassboro State College by the New Jersey Department of Education, Division of Vocational Education. Many professionals contributed to the success of this project. Rosemary Harzmann, Program Specialist in Home Economics and Consumer Education, served as Project Manager from the State Department of Education. Her guidance in the planning and administration of this project contributed greatly to its success. Dr. Lois L. Winand, Project Director and Chairperson, Department of Home Economics, Glassboro State College, provided the overall supervision needed to successfully conduct the project within the college setting.

Dr. Nicholas DiObilda, Professor and Chairperson, Department of Reading and Speech Correction, Glassboro State College, developed the lessons and activities presented here and conducted the workshop for home economics educators on reinforcing reading skills through home economics education. Dr. Doris Palzer, Assistant Professor of Home Economics, Glassboro State College, served as the home economics consultant for this project, which included editing the lessons and activities to ensure that the home economics content was accurate and appropriate for the target population.

Members of the Advisory Committee gave valuable advice and counsel on the development of the lessons and activities. The committee included: Elsie Anderson, Supervisor of Home Economics, Elizabeth Board of Education; Dr. Doris Dopkin, Program Specialist in Home Economics and Consumer Education, New Jersey State Department of Education; Susan Gaston, Home Economics Teacher, Quibbletown Middle School at Piscataway; Judy Graef, Supervisor of Home Economics, Bloomfield High School; and Robert Seyfarth, Principal of Cranford High School.

Recognition is extended to the teachers who field tested and evaluated materials for this publication.

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Vivian Gunn Morris, Ph.D.
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INTRODUCTION

READING IN CONSUMER AND HOMEMAKING EDUCATION PROGRAMS: A GUIDE FOR REINFORCING BASIC SKILLS provides strategies for reinforcing reading skills in grades 7-12 home economics classes. Both teacher-managed and student-managed activities are included in the content areas of child development, family relationships, foods and nutrition, consumer education, housing, home furnishings and equipment and clothing and textiles. Teachers are encouraged to adapt the ideas and concepts presented to meet the specific needs of students in their classrooms.

This guide includes several features designed for easy use. Teachers can identify the specific reading skills reinforced in each activity by using the matrix at the beginning of the guide. To assist the teacher in selecting activities that are most appropriate for the students served, each activity addresses the following items:

- Content area. One of the six home economics subject areas included in a comprehensive program.
- Content objectives. Home economics objectives adapted from those outlined in the **CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING PROGRAMS IN NEW JERSEY.**
- Level. The difficulty of the activity. The activity may be designated as introductory, intermediate or advanced.
- Reading objectives. Reading skills selected from those required to pass the New Jersey High School Proficiency Test.

Each content area is introduced with a sample lesson including suggestions for using the activities in the classroom setting. Lesson plans should be developed by the classroom teacher to use the other activities in each content area to meet the specific needs of students served. Activities may be used to initiate a unit, as part of developmental activities or used to culminate a unit of study. Some activities may vary in the amount of time required for completion. For example, one activity may require only fifteen minutes of a class period while another may be used for an entire class period or two or be appropriate for use as a short-term or long-term homework assignment. The Appendix contains answers for the activities.

READING SKILLS MATRIX

	HOME ECONOMICS CONTENT AREAS					
[1]HSPT READING SKILLS	CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS AND EQUIPMENT	CLOTHING & TEXTILES
I. Literal Comprehension/Vocabulary						
A. Identify word meaning from multiple meanings	[2]9		23			
B. Identify synonyms	1,8				49	54
C. Differentiate between relevant and irrelevant information	2		24			
D. Identify main idea of a passage	3		27	37		58
E. Identify details that support a main idea	4	17		36 38		51 56
F. Identify comparisons (similarities)	7					
G. Identify contrasts (differences)	7		26			
H. Identify cause and effect relationship	5					

---

[1] HSPT Reading skills are those skills required to pass the New Jersey High School Proficiency Test.

[2] The numerals designate the number of the activity in which a particular reading skill is reinforced.

READING SKILLS MATRIX

HSPT READING SKILLS	HOME ECONOMICS CONTENT AREAS: CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS AND EQUIPMENT	CLOTHING & TEXTILES
I. Identify events in sequence	10		25			57
J. Identify meaning of unfamiliar words from context	6		30			
K. Identify appropriate word meaning by affixes		16			42	
II. Inferential Comprehension/ Vocabulary						
A. Infer the main idea		13 20		37		
B. Predict the outcome					46	
C. Draw a conclusion		19		31		59
D. Infer a character's motives		11 15				
E. Infer a writer's purpose/ viewpoint						55
F. Distinguish between fact and opinion					47	
G. Interpret figurative language (idioms, similes, metaphors)				34	48	

READING SKILLS MATRIX

HSPT READING SKILLS	HOME ECONOMICS CONTENT AREAS					
	CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS AND EQUIPMENT	CLOTHING & TEXTILES
H. Infer sequence, time order		12			41	
I. Infer cause and effect relationship		14				
J. Infer comparisons (similarities)		18				
K. Infer contrasts (differences)		18				52
L. Synthesize information			21	40		
M. Make judgments				33		53
III. Study Skills A. Complete outline by selecting topic/detail				32	45	
B. Use catalog cards to locate information				35		
C. Use Reader's Guide to Periodical Literature				39		
D. Identify appropriate encyclopedia heading to find more information					44	

READING SKILLS MATRIX

HSPT READING SKILLS	HOME ECONOMICS CONTENT AREAS: CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS AND EQUIPMENT	CLOTHING & TEXTILES
E. Select words from specific dictionary page			28			
F. Locate information in an index			29		43	
G. Interpret data presented in visual form			22		50	
H. Locate information from table of contents						60

CHILD DEVELOPMENT

Lesson Plan 1

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Expand vocabulary for expressing physical or emotional characteristics of children.

READING OBJECTIVE: Identify synonyms.

MATERIALS NEEDED: Pictures of children, worksheet, chalkboard and chalk.

MOTIVATION:

1. Ask students to bring in pictures of themselves or family members when they were under the age of five. If students do not have pictures they may bring one from a magazine or select one from those made available by the teacher. Pictures from a text book also may be used.

2. Display all pictures on the chalk tray, or a large table. Ask the class for comments about the pictures. Start the discussion with a question such as, "What characteristics of these people are illustrated in the pictures?" Or "Think of a word which describes the person in one of the pictures. What is your word?" List a few responses on the board.

LESSON:

1. Each member of the class collects his/her picture. Distribute the worksheet for Activity 1 and have pupils complete it independently. Before they complete the activity discuss the meanings of "synonym, physical and emotional." They are also defined on the activity sheet.

2. After a sufficient amount of time, have a class discussion about the responses. Use the procedures which follow.

3. Tell students to put their pictures back on the chalk tray.

4. Have the class select one of the pictures for group discussion.

5. Ask for words which describe the person in the picture. The student who owns the picture should recite first. List responses on the board.

6. Have the class group the words by synonyms.

7. Have the class provide synonyms for any words which stand alone. Use a dictionary or a thesaurus.

8. After the words are grouped, ask the person who brought the picture to go to the board and underline the words he/she chooses as the best expression of the picture and to tell why.

9. Discuss the difference between physical and emotional characteristics. Use word groups on the board as examples which express these characteristics. Have the class label the remaining groups of words as "physical" or "emotional."

Activity 1 - Physical and Emotional Characteristics of Children

CONTENT AREA:	Child Development
LEVEL:	Introductory
CONTENT OBJECTIVE:	Expand vocabulary for expressing physical or emotional characteristics of children.
READING OBJECTIVE:	Identify synonyms.

1. Use a picture of yourself when you were under the age of five. If you do not have a picture of yourself use one from a magazine or those the teacher makes available.

2. Write five words that describe the person in the picture.

   1. ________ 2. ________ 3. ________ 4. ________ 5. ________

3. Do any of the five words have the same or similar meanings? ______. If yes, write them here.

   ____

4. Words which have the same or similar meanings are called synonyms. The words you listed in question 3 are synonyms.

5. Which words listed in question 2 do not have synonyms.

   Write one here________________________. Write some synonyms for this word. Use a dictionary. ____________

   ____.

6. Which of the words you have written describe physical characteristics? Physical characteristics are how things look. ________________________________.

   Which describe emotional characteristics? Emotional characteristics are how people feel. __________________

   ____

Activity 2 - Resolving Children's Arguments

CONTENT AREA: Child Development
LEVEL: Intermediate
CONTENT OBJECTIVE: Develop skill in child care coping strategy.
READING OBJECTIVE: Differentiate between relevant and irrelevant information.

You are the parent of six year old Albert. He comes running into the house and dashes to his bedroom, slamming the door behind him. Just as you go to see what is wrong, you hear a knock on the door. You open the door and standing there is your neighbor, Mrs. Lopez, who is the mother of six year old Maria. Mrs. Lopez is very angry. Standing at her side is Maria with a torn dress, messed up hair, tears in her eyes and a cut on her forehead which is still bleeding. Mrs. Lopez claims Albert started a fight with Maria when she wouldn't let him play with her doll. So he pulled her hair, knocked her down, then threw a stone that hit her in the forehead. Mrs. Lopez and you begin a heated discussion; many things are said. Later you think about the discussion and decide some things should not have been said because they really didn't matter. They have little or no relationship to what happened or what to do about it. They are not relevant. The statements that do relate to what happened are relevant.

Read the statements below and put an X beside the statements that are relevant to the fight between Maria and Albert. Be prepared to tell why you feel the statements are relevant or not relevant.

____ 1. You said Albert does not like to play with dolls.

____ 2. You asked if Maria had a tetanus shot recently.

____ 3. Mrs. Lopez said the doll was brand new.

____ 4. You said Albert's father/mother would be home in an hour.

____ 5. You said that you had lived on this street since Albert was born.

____ 6. Mrs. Lopez said three other children saw the fight.

____ 7. Mrs. Lopez said Albert was going to grow up and become no good.

____ 8. You asked how Maria's dress got torn.

____ 9. When Albert came out of the bedroom, he told Mrs. Lopez he only wanted to look at the doll.

____ 10. Mrs. Lopez said Maria had two other dolls at home.

Activity 3 - Coping with Kids

CONTENT AREA:	Child Development
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Select child care coping strategies which demonstrate an awareness of the factors which influence behavior.
READING OBJECTIVE:	Identify the main idea of a passage when the main idea is stated.

Sometimes, the authors of reading materials will try to be very clear in giving the reader the main idea of a passage. They will state the main idea in a sentence which is called the topic sentence.

Here are some suggestions about how to find the main idea when it is stated in a topic sentence.

1. First, read the passage and answer the question, "What is the passage generally about?"

2. Next, answer the question, "What is the author generally saying about the subject? Answer in a sentence.

3. Look in the passage for a sentence similar to the one you said. Look at the beginning of the passage first. Authors usually put the topic sentence near the beginning, although sometimes they put it somewhere else in the passage.

4. If you find the sentence which is similar to your sentence, and seems to tell you generally what the passage is about, use it as the main idea.

5. If you cannot find this sentence, don't be disappointed. The author may not have written one and you will have to decide for yourself what the main idea is.

Read the next three paragraphs. Think what the main idea may be. Then underline the sentence in each paragraph which expresses the main idea.

A. "A number of factors can cause a child to be angry more often than normal. Anger is more frequent in anxious, insecure children. The spoiled child who has not learned self-control also tends to have frequent outbursts. Children whose parents are overly critical or inconsistent become frustrated easily and show anger. You have probably witnessed the more common temporary causes of bad temper. A child who is sick, uncomfortable, tired, or hungry will become angry much more easily than one who is not." *(Brisbane, 1980, p. 245)

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*SOURCE: Brisbane, H. The Developing Child. Third Edition. Copyright © 1980 by Glencoe Publishing/Bennett & McKnight Division, Peoria, IL. Material reproduced by permission of the publisher.

B. Every phase of a child's development has its own fears. For a one year old it may be high places, strangers, and loud noises. For a three year old, it may be fear of the dark, animals or storms. Four year olds may be afraid of losing a parent or a favorite toy. They may also fear ghosts, vampires, robbers, and kidnappers.

C. A recent news story told how a young child was harmed when she met a stranger who offered her a new toy. The child left a playground with the stranger and was discovered later that evening in a different part of town. The parents were happy to get her back but were upset because she had been hurt. Now, the whole neighborhood is alarmed. Most parents will not permit their children to play outdoors. Other parents have attacked strangers in the area near the playground. Parents and children must learn that not all strangers are harmful.

Activity 4 - Responsibilties of a Babysitter

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Identify specific details which support the main idea.
READING OBJECTIVE: Describe the babysitter's function.

Sharon got a call from Mrs. Baker to babysit from 6:00 P.M. to 11:30 P.M. on Saturday night. Mrs. Baker has three children, two are boys, ages 7 and 5. The third is a four year old girl. Sharon hesitated before accepting the job because she had planned to finish her science report so she could go to the movie on Sunday. Mrs. Baker said Sharon could finish the report at her house because the children could go to bed at 8:30 P.M. Mrs. Baker would feed them dinner before she went out. Sharon accepted the job because she wouldn't have to ask someone for money to go to the movie.

Sharon has two jobs to do on Saturday night. First, she must care for the children. Second, she must complete her science report. Listed below are items she considered taking to Mrs. Baker's house. In the space provided, put C if the item would help her take care of the children. Put R if the item would help her with the report. Put X if it helps with neither job, and she should not take it. Be prepared to state your reasons.

____ 1. science book

____ 2. children's story book

____ 3. notes from reference books

____ 4. police telephone number

____ 5. make-up kit and hair brushes

____ 6. pencils, pens, paper

____ 7. television schedule

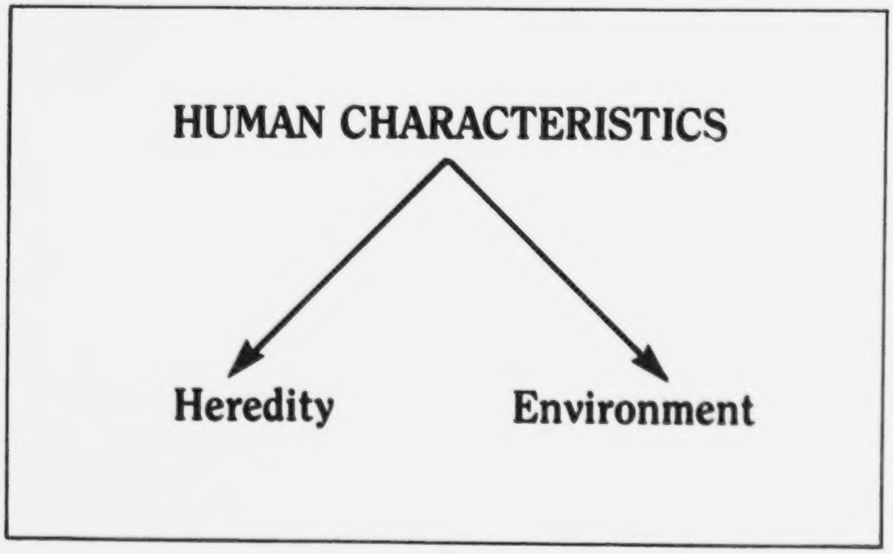
____ 8. children's puzzle

____ 9. new boyfriend's telephone number

____ 10. potato chips, pretzels and a candy bar

Activity 5 - Effect of Heredity and Environment

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Indicate the effects of heredity and environment on a child.
READING OBJECTIVE: Identify cause-effect relationships.



Listed below are some characteristics of people. Put an H beside the items you think are caused by heredity. Put an E beside the items you think are caused by the environment. The definitions are beside some of the words to help you.

____ a. cystic fibrosis (a disorder of the digestive and breathing processes)

____ b. obesity (being overweight)

____ c. sickle cell anemia (a blood disorder)

____ d. cavities (holes in the teeth)

____ e. skin color

Did you notice that you did not have any clues to decide the causes of the items listed above. However, when you read, the author of the material may state directly what the cause and effect are. All you have to do is read the passage and recognize that the author is trying to tell you about cause and effect. Sometimes the author will even use the words cause or effect. Look at the example.

"Cerebral palsy is a general term for a variety of nerve disorders. It is caused by damage to the brain either before birth or during delivery. Symptoms of the disease include nervous spasms, a lack of coordination, difficulty in speech, mental retardation and paralysis." *(Brisbane, 1980, p. 53)

Notice, the cause is damage to the brain; the effects include nervous spasms, a lack of coordination, difficulty in speech, mental retardation and paralysis.

Read the next three passages and identify the causes and effects. Each has to do with the effects of environmental factors on the fetus.

a. "In the first four weeks of pregnancy, the effect of drugs on the unborn is usually an all or nothing reaction. The mother either suffers a miscarriage or the baby is unaffected by the medicine." *(Brisbane, 1980, p. 53)

The cause is ________________________________

The effect is ________________ or ________________

b. "In the last six months of pregnancy, harmful substances that reach the fetus usually cause slow growth, infection or abnormal bleeding at birth." *(Brisbane, 1980, p. 54)

The cause is ________________________________

The effects are ________________________________

c. "If a woman contracts gonorrhea after she is pregnant, the results may be even worse. The germs can infect the child during birth. The disease has been such a frequent cause of blindness in newborns that many states have passed laws to control it. Doctors are required to put a solution in the eyes of newborns to kill the germs." *(Brisbane, 1980, p. 53)

The cause is ________________________________

The effects are ________________________________

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Activity 6 - Physical Development of Children

CONTENT AREA: Child Development
LEVEL: Any
CONTENT OBJECTIVE: Define terms related to the physical development of children.
READING OBJECTIVE: Explain the meanings of words which are presented in context.

How well do you know these words? Use the following code:

3 = I know it well. I can use it.
2 = I know it somewhat.
1 = I've seen it or heard it.
0 = I've never seen it or heard it.

____ 1. plaque
____ 2. large motor skills
____ 3. small motor skills
____ 4. manipulation
____ 6. sphincter muscles
____ 7. proportion
____ 8. primary teeth
____ 9. weaning
____ 10. ambidextrous

In all things you read, there will be difficult words. Authors recognize that many new words must be defined for the reader. They take great pains to include the definition for you and you should not overlook the meanings provided. For example in the sentence, "Prenatal refers to the time after conception but before birth," the author gives you a direct definition of prenatal. You may use the words of the author or you may change the words into language which is more comfortable for you. For example you may want to change the meaning of prenatal to "the time before a baby is born." It is OK to do this but be sure you keep the same meaning. Here are some sentences which use the words on the list. Read the sentences and underline the parts which give you the meanings of the underlined words. Afterwards, try to define the words using language which is comfortable for you. Be prepared to do this in a class discussion.

CONTEXT CLUES

Read the sentences below and underline the parts which give you the meaning of the underlined words.

1. "Even young children are affected by tooth decay. Decay is caused by harmful bacteria in the mouth. The bacteria is constantly forming a sticky, colorless film called plaque. The plaque reacts with leftover food particles and sugar to form acids which dissolve the hard tooth enamel." *(Brisbane, 1980, p. 211)

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2. "Motor skills are often divided into two types, large motor skills are those that use the large muscles of the back, legs, shoulders and arms. Walking, running and throwing balls would be examples of large motor skills. Small motor skills involve the muscles of the wrists, fingers and ankles. They also require eye-hand coordination, that is, coordinating precise movements of the hands with what is seen. Stringing beads is an example of a small motor skill that needs eye-hand coordination." *(Brisbane, 1980, p. 214)

3. "Manipulation, that is, the skilled use of the hands and fingers improves by the age of three. The child colors with controlled strokes of the crayon. Blunt scissors can be used to cut out shapes. The three year old delights in taking things apart and putting them back together." *(Brisbane, 1980, p. 216)

4. "In order for toilet training to be successful, the sphincter muscles which control elimination must mature. The sphincter muscles control opening and closing the bladder and bowel." *(Brisbane, 1980, p. 229)

5. "Proportion is a size relationship. In child development we mean the size relationship between different parts of the body. Compared to adult proportions, the baby's head and abdomen are large, but the legs and arms are short and small." *(Brisbane, 1980, p. 130)

6. "For most children, the primary teeth or baby teeth start to come in about six months of age." *(Brisbane, 1980, p. 133)

7. "Weaning means changing a baby from the bottle or breast to drinking from a cup." *(Brisbane, 1980, p. 154)

8. "Enuresis means lack of bladder control. This is not considered a problem until the third or fourth year." *(Brisbane, 1980, p. 317)

9. A few people can use both hands with equal skill. They are described as being ambidextrous.

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Activity 7 - Bathing Baby

CONTENT AREA: Child Development
LEVEL: Intermediate
CONTENT OBJECTIVE: Develop skills in the physical care of an infant.
READING OBJECTIVE: Describe similarities and differences.

Read the story below that describes two baths for the same baby. One is given by the mother; the other by the father. Look for similarities and differences. It will help if you try to visualize each bath.

BABY'S BATH

It was Thursday afternoon and Olivia decided to give her baby, six month old Alicia, a bath. Olivia put Alicia in her crib, while she got things ready. First, she went into the living room and turned up the thermostat to 72 degrees. Then she cleaned the tub. When the tub was sparkling clean, Olivia gathered the things she would need for the bath. By the bathtub she put soap, baby shampoo, several soft washcloths, and two soft towels. By the baby's changing table she put: clean diaper, pins, an undershirt, pajamas, a small towel, baby oil, baby lotion and powder. Next, Olivia went back to the bathroom and ran about three inches of warm water into the tub. By this time, Alicia was crying in her crib. Olivia took her to the changing table, undressed her, covered her with the small towel and carried her to the bathroom.

Olivia closed the bathroom door, then she knelt by the tub and splashed a little water. It was still warm and she knew it was just right for the bath. Olivia put the small towel into the water on the bottom of the tub, spread it out and put Alicia on top. Olivia covered Alicia's bottom with part of the towel and, holding her head out of the water, began to splash a little onto Alicia's chest and arms. The baby began to cry, but Olivia talked to her and soothed her. When she stopped crying, Olivia said some funny things and laughed a little.

Then Olivia began the bath. She washed baby's face with clear water and a washcloth. She patted the baby's face dry with the other dry washcloth. After this, she washed the rest of the body with a soapy washcloth. Olivia did one part of the body at a time. It was difficult to do Alicia's back because her head had to be held out of the water. Special attention was given to the creases in Alicia's skin. Then Olivia poured a little baby shampoo onto her hand and rubbed it on baby's hair, being sure not to let any run down Alicia's face. Finally, the baby was rinsed all over, removed from the tub, wrapped in the two towels and patted dry.

Back at the changing table, Olivia put a little baby oil on Alicia's scalp because it looked a little dry. She also rubbed some baby lotion on Alicia's hands and legs.

Alicia was then dressed with the clean diaper and pajamas. Olivia was glad to put Alicia back in the crib for a nap, because she needed some time to clean up after the bath.

Late Friday afternoon Alicia made a mess and needed another bath. Brian, Olivia's husband, had just come home from work and he offered to give the baby the bath. He sensed Olivia needed a break from taking care of the baby. Besides, he didn't mind taking his turn.

Brian put Alicia in the crib and turned the thermostat back up to 72 degrees. He went to the bathroom, saw that the tub was clean, but decided to rinse it with warm water anyway. When the tub was rinsed, he ran about two inches of warm water into it. Quickly, he got the soap, baby shampoo, washcloth and towel, then put them beside the tub. Back in the baby's room, he put items on the baby's changing table: baby lotion, powder, a clean diaper and a change of clothes for Alicia. He took Alicia out of the crib, undressed her and carried her to the bathroom.

Brian tested the water. It had gotten a little cool so he ran in some more hot water. When the temperature seemed right, in went Alicia. Brian held her head up and splashed her a bit. Alicia began to cry. Brian worked faster. He poured a little shampoo on her head and washed her hair. Then he rinsed it, being careful not to let any water run down her face. He soaped up the washcloth and washed the baby all over. He was careful to keep her head out of the water and to wash all the creases in her skin. He splashed water over her to rinse, lifted her out of the tub and wrapped her in the towel. Finally Alicia stopped crying and Brian talked to her a little.

Brian carried Alicia back to the changing table, where he dried her completely. He dusted her with a little powder to make her smell nice, put on the clean diaper and dressed her in the clothes. Then he took Alicia to Olivia and went back to clean up. Cleaning up was the part he disliked, but he knew that job came with the bath.

One way to describe the baths is to divide them into three parts. The parts are things that happen: 1.) Before the bath 2.) During the bath 3.) After the bath. Keep this in mind as you answer the questions below.

1. What are some things that were the same in both baths?

2. What are some things that were different in the baths?

3. Which differences were important? Did they lead to different results?

Activity 8 - Reading Stories to Children

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Demonstrate skill in reading stories to children.
READING OBJECTIVE: Identify synonyms.

Use a children's story you select or one provided by the teacher to answer the following questions.

1. Read the story. Notice what ideas are discussed. Also notice the length of the sentences and the type of words used. How old do you think children should be to understand this story? ________________

2. From the story, pick three words used to name objects, actions, ideas or feelings. Write them here.

   a. ________________ b. ________________ c. ________________

3. If you were reading the story to a child younger than the age you chose in question 1, you might have to explain the meanings of some of the words. If you explained the story to someone older you also might change some of the words. What words would you use to explain the words you wrote in question 2. Rewrite your words here and write synonyms beside them. Use a dictionary to help you.

WORDS FROM THE STORY (Question 2)	YOUR SYNONYMS	
	FOR YOUNGER CHILDREN	FOR OLDER PEOPLE
a. ________________	________________	________________
b. ________________	________________	________________
c. ________________	________________	________________

Activity 9 - Multiple Meanings

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Describe physical care of an infant.
READING OBJECTIVE: Identify the appropriate meaning of a word with multiple meanings.

In our language, many words have more than one meaning. The meaning we get depends on how the speaker or writer uses the word and the situation in which it is used. For example, you ask a friend how she is doing and she says, "I am fine." You ask another friend what happened after her brother got caught driving too fast. She replies, "He got a fine." Each time the word has a different meaning. The meaning depends upon the situation in which it is used.

In our study of child development, we hear and read many new words. Some have more than one meaning. You have to decide which meaning is appropriate for the situation. Sometimes you may have to learn a new meaning for a word you already know. Look at the following:

Example 1:

a. Carol was nursing her mother back to health.

b. The first rubber nipple and glass nursing bottle were not invented until the middle of the last century.

In sentence (a), nursing means caring for a sick person.
In sentence (b), nursing means feeding an infant.

Write the meanings of the underlined words in each pair of sentences listed below. You may use a dictionary or glossary of a child development book as needed.

1. a. In English class, we learned that "don't" and "didn't" are contractions.

b. When these cramps or contractions become very regular and continue to become stronger, it is time for the baby to be born.

In sentence (a), contractions means ______________________
In sentence (b), contractions means ______________________

2. a. In math class we learned the formula for determining the area of a rectangle.

b. A major question for new mothers is whether to breast feed their baby or bottle feed with formula.

In sentence (a), formula means ______________________
In sentence (b), formula means ______________________

3. a. The motor of our car broke.
   b. How fast a baby learns to walk is dependent upon the rate of motor development.

In sentence (a), motor means__________________________
In sentence (b), motor means __________________________

Activity 10 - Bathing Baby 2

CONTENT AREA: Child Development
LEVEL: Intermediate
CONTENT OBJECTIVE: Describe the physical care of an infant.
READING OBJECTIVE: Identify a sequence of events.

1. Read or reread the story Baby's Bath (see Activity 7). Many times authors will use certain words to indicate they are writing things in sequence. For example, in "Baby's Bath" we see the sentence, "First, she went into the living room and turned up the thermostat to 72 degrees. Then she cleaned the tub." The words "first" and "then" tell us things are happening in sequence. Skim through the story and try to find other words which indicate sequence. Underline the words you find.

2. List the words you found on a sheet of paper. Try to write two sentences describing your own bath. Use two words from your list in the sentences.

FAMILY RELATIONSHIPS

Lesson Plan 2

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify the role of language in revealing a person's motivation and values.
READING OBJECTIVE:	Infer a character's motives.
MATERIALS NEEDED:	Worksheet, chalkboard.
MOTIVATION:	Do Activity 15 first. It is an appropriate preparation for Activity 11. Have students select for discussion one of the family programs they watched on television that week. Ask one of the students to recall the plot. Afterwards list the names of the characters on the board. Ask the class what each character wanted and list this information beside the names. Then ask the class how they know what a character wants.

PROCEDURE:

1. Summarize the information about how we know what a character wants. Usually we know by a.) what the character says b.) what the character does c.) what others say about the character.

2. Ask pupils to keep these ideas in mind as they read the story "Getting Ready To Visit Grandmom."

3. Students read the story and complete the worksheet.

4. Have a class discussion of the responses to the worksheet questions.

5. For the last section have students determine the object of the values. (i.e., family, grandparents, friends, etc.)

6. Have students write a confidential statement about their values toward family members or friends. Ask them to think about what they say or do to reveal those values. Do not discuss these items unless students want to.

Activity 11 - Revealing One's Values

CONTENT AREA: Family Relationships
LEVEL: Intermediate or Advanced
CONTENT OBJECTIVE: Discuss the role language has in revealing a person's motivation or values.
READING OBJECTIVE: Infer a character's motives.

Sometimes it is obvious why people behave as they do. Other times it is not obvious. However, you might be able to figure out why people behave as they do by listening carefully to what they say or to what people say about them. What people say may be a clue to their motives. For example, a friend may say to his parents, "I don't want to wear shoes. All the other kids are wearing sneakers." The motive here is not "to be comfortable." It is to "be like everyone else."

Read the selection, "Getting Ready To Visit Grandmom." Complete the activity after the selection.

GETTING READY TO VISIT GRANDMOM

The fight had been going on for ten minutes. "I just don't want to visit grandmom," said Linda. "She doesn't even speak English. What difference will it make if I'm not there?"

"She is my mother, and you will show her a little respect," shouted Mr. Fernandez. "She wasn't always sick. She used to play with you children and take care of all of you." Uncle Al wouldn't have called and asked us to come over if your Grandmom didn't need some company to cheer her up."

"Uncle Al! He gives me the creeps. You can't carry on a conversation with him, and he just stares at me," shouted Linda.

"Don't talk about my brother that way. He's just a little slow," responded Mr. Fernandez.

Mrs. Fernandez jumped in "He's right, Al means no harm Besides, he helps take care of your grandmother. Show a little respect."

"Help me, Joe," said Linda to her brother. "You don't want to go either. You know we both want to go to the movies."

"Don't get me involved in this," replied Joe, "I don't care what we do."

"You're a liar," screamed Linda. "You told me you wanted to go to the movie."

"That's enough," said Mrs. Fernandez. "We're all going over. I'll not argue any more."

Four year old Tommy said, "I'll go. Grandmom gives me candy."

Just then, the phone rang. Linda raced to answer it. After a brief silence, she said quietly into the phone. "No George, I can't go, I have to visit my sick grandmother." Then she hung up the telephone, marched to the closet, put on her coat and snapped, "Well, let's go. I'm ready."

Joe handed the coats to his mother, father and Tommy. As he handed father his coat, Joe said, "Dad as long as we'll be near the mall, do you think I might have time to go over for a few minutes?"

Here is a list of characters in the story. Decide what each character wanted. What clues helped you to decide?

CHARACTERS	WHAT EACH WANTED	CLUES
Linda		
Mr. Fernandez		
Mrs. Fernandez		
Joe		
Tommy		
George		
Grandmom		
Uncle Al		

What values are revealed by these characters. What clues helped you determine their values? Remember: what people say and do provide clues.

CHARACTERS	VALUES	CLUES
Linda		
Mr. Fernandez		
Mrs. Fernandez		
Joe		

Activity 12 - Let's Have a Party

CONTENT AREA: Family Relationships
LEVEL: Intermediate or Introductory
CONTENT OBJECTIVE: Develop verbal skills in planning a party or other social activity.
READING OBJECTIVE: Infer a chronological sequence.

Whenever someone has a party, there is a lot of talking before, during, and after the party. Below are listed some statements made by people. The statements are scrambled. Put a 1 beside the statement you think might have been said first. Put a 2 beside the statement said next. Number the remaining items in the order you think they were said. Be prepared to defend your choices.

THE PARTY

Number the items in the order you think they were said. Start with 1 for the first thing which was said. Be prepared to defend your choices.

_____ Hello, Bob. We're having a party after the game here on Saturday. Can you come? Bring Diane!

_____ Mom, could we have a small party here after the game on Saturday?

_____ Turn the music down! The neighbors will complain.

_____ Quiet everybody, this is Roberta Harkins. She is Tom's new friend.

_____ We ought to have a party after the football game.

_____ How many is a "small party?" said Mother.

_____ Come on in. Everybody else is downstairs. Who is your friend?

_____ Let's clean up the trash now. We can wash everything tomorrow.

_____ I'll ask my mother if we could have the party at my house.

_____ Thanks for inviting us. We had a great time.

Activity 13 - Children and Chores

CONTENT AREA: Family Relationships
LEVEL: Intermediate or Introductory
CONTENT OBJECTIVE: Indicate the historical role children play in family life and security.
READING OBJECTIVE: Infer the main idea.

Sometimes, authors will write a passage in such a way that they do not state their main idea directly. You will have to figure it out on your own. This is called inferring the main idea. People who infer the main idea may make mistakes. They may make errors that are:

1. Too general. They may go too far beyond what the author was trying to tell them.

2. Too specific. They may pick one of the details in the passage and call it the main idea.

3. Not related. They may bring in some outside idea stimulated by something the author said but which is really coming from within themselves.

Remember the story of Goldilocks and The Three Bears. One porridge was too hot. The other was too cold. And the third was just right. Well, when you infer the main idea, you too have to find the one that is just right. Don't be too general, or too specific and stick to what the author says.

Read the next passage and try to infer the main idea. Write your main idea in the space provided. Below the space are statements which may be the main idea, put a G beside the one which is too general. Put an S beside the one which is too specific. Put NR beside the one which is not related. Put an M beside the one which is the best statement of the main idea. Compare the statement you wrote to the four statements provided.

> In rural 19th Century America, most children helped with the farm chores. They did such jobs as herding animals, collecting eggs, drawing fresh water, and caring for the home and grounds. Older children assisted in plowing, planting and harvesting crops. When their abilities allowed, they also did chores which involved heavy physical labor such as lifting, butchering, chopping, and digging. City children started work early in their lives and were just as essential to the economic welfare of their families as were rural children.

Write your statement of the main idea ______________

____. Now decide which is too general, too specific, not related, or the main idea.

____ 1. City children helped support their families.

____ 2. For children, farm life was happier than city life.

____ 3. In 19th Century America, both farm and city children worked to help their families.

____ 4. In 19th Century America, families needed the support of children to survive.

Activity 14 - Environmental Factors Affect the Family

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Describe how social, economic and cultural changes affect the structure and function of the family.
READING OBJECTIVE:	Infer cause and effect relationships.

An important reading skill is to be able to determine cause and effect relationships. Sometimes it is easy because the author will tell you. For example, read this sentence. "Congress refused to raise the minimum wage because of intense lobbying by fast food corporations which employ large numbers of low-paid workers." This sentence uses the word "because" to tell you why Congress refused to raise the minimum wage.

However, sometimes the author does not tell you about cause and effect directly. You have to figure out the cause and effect relationship on your own. Even though both the cause and effect are given, there may be other information included which is not part of the relationship. You have to think about all the information given and select the parts which give the cause and effect.

Here is an exercise to provide practice. The first one is done for you. It illustrates what you must do.

INFERRING CAUSE AND EFFECT

Three sentences are given for each item. Within these three sentences is a cause-effect relationship. There is also information which is not relevant to the relationship. Read the items. Think about the information given. Then write the cause and effect in the spaces provided after each item. The first is done for you.

1. In the 1970's Congress passed a law which provided for automatic raises in social security benefits to keep up with the rise in cost of living. This July 1, social security recipients will receive a 3.4% increase in their monthly checks. It is the smallest increase since the law was enacted.

CAUSE	EFFECT
Congress passed the law.	Social Security recipients will receive an automatic 3.4% increase.

2. Women have many more career opportunities than they did twenty years ago. Marriage is no longer the most popular

choice after graduation from high school. However, the drop out rate of high school girls remains alarmingly high.

CAUSE EFFECT

3. No fault divorce laws assign no blame for the breakup of the marriage and usually divide the family's assets equally between the husband and wife. Some changes may be needed. Divorced men usually have an increase of about 47% in their standard of living, but the women see a 73% decline in the first year of the divorce.

CAUSE EFFECT

4. The faculty of Baker Street Elementary School conducted a survey and found that for 27% of their students no one was there when they arrive home after school. These students are called latch-key children. The faculty voted to ask the Board of Education to start an after school latch-key program.

CAUSE EFFECT

5. The Bureau of Economic Statistics reported that the interest rate for home mortgages fell by 1.4% in the last three months. The Bureau also reported that interest rates paid to savers declined. Home sales to first-time buyers increased by 8% in the last quarter.

CAUSE EFFECT

Activity 15 - Values Expressed on TV

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate or Introductory
CONTENT OBJECTIVE:	Discuss the role language has in revealing a person's motivation or values.
READING OBJECTIVE:	Infer a character's motives.

1. Television has many family situation shows. Some are first run current programs like the Cosby Show and Family Ties. Others are reruns. In all of these shows we understand the characters by what they say and what they do. From this information, we infer why they behave the way they do.
2. Have the class pick a recent television show for discussion. List the characters in a program. Fill in the chart below and be prepared to discuss your responses.
3. Do this activity before Activity 11.

NAME OF SHOW	CHARACTERS	WHAT THEY DID	WHAT THEY SAID	WHY THEY DID IT
	1.			
	2.			
	3.			

Activity 16 - What Does Being Mature Mean?

CONTENT AREA: Family Relationships
LEVEL: Intermediate
CONTENT OBJECTIVE: Explain the characteristics of a mature personality.
READING OBJECTIVE: Identify the meanings of words by using word parts.

Many words in the English language share parts that have the same meaning. If you know the meaning of the part, you can use it to unlock the meaning of a new word which contains the part.

1. Read these three words: and answer the questions below.
    1. self-control
    2. self-confidence
    3. self-respect

    A. If you have self-control, do you control someone else or yourself? ______________________________

    B. If you show self-confidence, do you show confidence in someone else or yourself? ______________________

    C. If someone has self-respect, does he/she respect others or him/herself? ______________________

2. Draw a line under the part of each word that is written like the other words: self-control, self-confidence, self-respect.

3. What is the meaning of the word part "self?"

    Write the meaning here ______________________________

    Compare your meaning to what others have written.

4. Use the meaning of the word part, self, to help you figure out the meanings of the underlined words in the following sentences. Write the meaning of each word in the space provided.

    A. If you like yourself most of the time, you have a good self-concept, self-concept means ______________________

    B. Alex walks like he has no sense of self-worth.

    Self-worth means ______________________________

    C. Vacation always gives us a feeling of self-renewal.

    Self-renewal means ______________________________

D. Since Helen could not explain her behavior, the principal asked her to sit in the room by herself and do some self-analysis.

Self-analysis means ________________________________

E. Because her mother works all the time, Mary has developed self-sufficiency.

Self-sufficiency means ______________________________

F. Getting her hair cut too short heightened Julia's self-awareness.

Self-awareness means ________________________________

Activity 17 - Careers Then and Now

CONTENT AREA: Family Relationships
LEVEL: Introductory
CONTENT OBJECTIVE: Identify careers which require knowledge of the growth and development of individuals and skills in interpersonal relations in order to serve the needs of families.
READING OBJECTIVE: Specify important details that support the main idea.

Two main ideas are presented. Below are listed details which support either Main Idea A or Main Idea B. Label the details A or B according to the main idea they support. On a separate sheet of paper try to list the numbers of the sentences of the two paragraphs as they might appear in a book.

MAIN IDEA A	MAIN IDEA B
In earlier times career choices of young people were greatly influenced by family needs.	Career choices of young people today are largely influenced by their interests and abilities.

____ 1. Television and other mass media have shown people working in a wide variety of occupations.

____ 2. However, many youth today remain unaware of the choices available to them and are sadly unprepared for even the most menial jobs.

____ 3. Farm boys could expect to help maintain the family farm.

____ 4. Children of migrant workers helped in the fields and, deprived of an education, could expect to stay in low-level jobs throughout their lives.

____ 5. Mandatory school attendance laws have resulted in most students learning the fundamentals of reading, writing and arithmetic which are necessary for entry into most skilled jobs.

____ 6. Girls helped with household chores until they married, usually to a neighboring farm boy.

____ 7. As a result, people are much more knowledgeable about career choices and can focus on those that appeal to their interests.

____ 8. Young people who lived in cities left school early to take factory jobs and bring home additional family income.

____ 9. Some of the more fortunate boys learned a trade by gaining apprenticeships because of family connections.

____ 10. Greater economic security in many families has permitted students to pursue advanced education which is needed in our modern technological age.

Activity 18 - A "Special Needs" Family Member

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Express your feelings how family members who are different or who have special needs fit into family life.
READING OBJECTIVE:	Infer likenesses and differences.

Read this story about two parents. Afterwards you will be asked to decide about likenesses and differences between the family members. There are clues in the passage, so read carefully. You will have to identify the paragraph number which contains the clues.

TWO PARENTS

1.) James is currently 15 years old. Thomas is twelve. There are also two girls in the family. Laura is 17 years old and Helen is 9. Mr. and Mrs. Martin wanted all four of their children. Mrs. Martin consulted a doctor when she thought she was pregnant. She made regular visits to the obstetrician and had all four children in a hospital. Before each birth the family redecorated the baby's room, and bought necessary items. It cost less to prepare for each child because there were always diapers, blankets, bottles and clothes left over from the last baby. Mr. and Mrs. Martin were happy when each baby arrived.

2.) Shortly after Thomas was born, the family learned that he was going to be "different." The doctor said he would always be slow. Mr. Martin didn't believe the doctor. He bought extra toys and spent extra time playing with Thomas each night. Mrs. Martin learned about some classes at night school which would help her understand things about her youngest child. She was embarrassed when she signed up, but soon felt at ease. She learned a lot of things which made the next twelve years easier for the whole family.

3.) Mr. Martin could never understand what happened. All of his children looked pretty much alike. When Thomas failed to live up to his expectations, he gave a little more attention to the other children. Mr. Martin did not neglect Thomas though. He helped care for him when he was a baby and spent about a year longer than he wanted crawling around on the floor playing as Thomas' "horsie." In fact he used to joke that if Tom got any bigger, he would get him a real horse to ride. One Christmas Mrs. Martin even bought her husband a toy saddle.

4.) Mrs. Martin was frequently tired. It was difficult caring for four young children. But as the years went by, Laura and James learned to help around the house and to help take care of the two younger children. Mrs. Martin was especially happy that Thomas and Helen played well together. Things got a little hectic when the children's friends were around the house, but all the parents on the street put up with the kids.

5.) When Laura and James first became teenagers, they were, at first, uncomfortable inviting friends to their house. Thomas would embarrass them sometimes. They lost a few friends because of this, but others didn't seem to mind. As Thomas grew older, he fit into things a bit more. Besides, Mrs. Martin watched him when other people came to the house. She taught him how to act and what to say. After a while, it seemed OK to have him around their friends.

Below are listed ideas about the passage you just read. In the space provided, write "similar" or "different", then write the paragraph number containing the clues which helped you decide. Sentences or parts of sentences give you the clues. If there are no clues in the story to help you decide, just put a check (v) mark in the column "no clues". The first one is done for you. (The underlined sentences in the first paragraph are the clues.)

	Similar or Different	Paragraph Number of Clue	No Clue
1. Mr. and Mrs. Martin's desire to have children	Similar	1	
2. Prenatal care for the children			
3. Baby items for the children			
4. Children's response to the birth of their brothers and sisters			
5. Mr. & Mrs. Martin's love for their children.			
6. Mr. & Mrs. Martin's response to learning about Thomas' handicap			

	Similar or Different	Paragraph Number of Clue	No Clue
7. Mr. & Mrs. Martin's sense of humor about living with Thomas			
8. Mr. & Mrs. Martin's skill in teaching Thomas the social skills			
9. Personal hygiene of the four children			
10. Response of Laura and James' early childhood friends to having Thomas around, and their teen-age friends' responses			

Activity 19 - Family Priorities

CONTENT AREA: Family Relationships
LEVEL: Introductory
CONTENT OBJECTIVE: Describe responsible behavior in the use of family and environmental resources.
READING OBJECTIVE: Draw conclusions.

Below are listed groups of statements about teenage children involved in family or community situations. Read the statements in each group and consider all the facts given. After you read the facts in each group, decide what you think will happen. Also, decide which facts lead to your conclusion.

GROUP A:

1. Mr. Tyler got laid off his job two months ago, but has managed to earn money by getting day work with a local construction company. The family is getting along. If he gets a phone call from the boss before 9:00 P.M., he knows he will work the next day. The boss is a busy man and will only call a worker once.

2. Madeline and Robert, Mr. Tyler's two teenage children, have been told not to use the phone after dinner each night. They understand the reason. It is Thursday night. There is a school dance on Saturday. Madeline wants to know which of her friends are going to the dance. So does Robert.

   How do you think Madeline and Robert are going to find out who is going to the dance? ____________________

   ____

   What facts support your conclusion? ____________________

   ____

GROUP B:

1. The Tyler family lives in an apartment building. In the last month three of the apartments suffered daytime burglaries. The police think the burglar lives in the building or nearby. They drive by the building more often than usual and have asked residents to be more alert.

2. Mrs. Tyler is usually home all day taking care of the apartment and four year old Kevin. She takes Kevin out each day around two o'clock to play with the other children. They stay out until Madeline and Robert come home from school around four o'clock.

3. Madeline and Robert just got a new stereo radio cassette player. They have to share it. Mr. and Mrs. Tyler tell them to keep it in the apartment but the radio is too nice. Madeline takes it down to the street to show all her friends. So does Robert.

   Do you think the Tyler apartment be burglarized? ________

   ____

   What facts support your conclusion? ____________________

   ____

GROUP C:

1. Mr. Tyler got his job back and the family can loosen up a little on their spending. They had saved about $100 for emergencies, but now feel they can spend it because there will now be a steady paycheck for awhile. The next regular pay will come in two weeks.

2. Mrs. Tyler suggests using the $100 to pay part of the $400 they owe on their credit cards. They missed the last payment and got a letter from the bank. Mr. Tyler thinks they should buy another kitchen chair because Kevin is still sitting in his old high chair at mealtimes. Kevin, bubbling with excitement wants a new toy. Madeline wants some new clothes because a girl in school commented how she wore the same things all the time. Robert wants some tapes for the cassette player.

3. The Tyler family had an after dinner discussion to decide what to do.

   What do you think the Tyler family decided? ____________

   ____

   What facts support your conclusion? ____________________

   ____

Activity 20 - "Dear Abby"

CONTENT AREA: Family Relationships
LEVEL: Introductory
CONTENT OBJECTIVE: Develop a profile of personal wants, needs, values and attitudes and relate these to family values and to the effect that different values have upon decision making.
READING OBJECTIVE: Infer main idea in a reading passage.

1. Dear Abby,

This is a very strange problem. I am a father with three teenage children. They are generally good kids, but sometimes misbehave as most kids probably do. It usually doesn't bother me because I know the bad spell will pass quickly. However, my wife gets angry at the children more quickly than I do. Now, here is the problem. When she wants to discipline the kids, she shouts at me for their misbehaviors and insists that I correct them. I think that if the kids bother her, then she should be the one who straightens them out. We have argued about this many times. Got an idea?

An appropriate title is: ______________________________

____

2. Dear Abby,

My sister and I have to share the same bedroom. She is 14 and I am 11. I try to keep the room clean, but my sister is a real slob. She throws her clothes all over the room. She also leaves records all over the place even when they belong to me. Since she started using make-up her bureau is a mess and some of it always gets on the carpet. Mom makes us both clean the room every Saturday. But by Monday, I can't stand to go in there. I can't get my own bedroom because the house isn't big enough. How can I get my sister to keep the place cleaner?

An appropriate title is: ______________________________

____

3. Dear Abby,

I hope you don't think it is strange to receive a letter from a boy. I felt pretty strange writing the letter but I didn't want to discuss the problem with anyone. I like this girl, but haven't told anyone yet. I think she likes me too. The problem is that all my friends say that she is no-good. Even my mother said something bad about her and said her whole family was no-good. I think she is a very nice person. I can just imagine what everybody, including my mother, will say if I ask her to go out with me. How can I change their minds about her so I could ask her out?

An appropriate title is: ______________________________

____

FOODS AND NUTRITION

Lesson Plan 3

CONTENT AREA: Foods and Nutrition
LEVEL: Intermediate
CONTENT OBJECTIVE: Explain the U.S. Recommended Dietary Allowance and locate U.S. RDA information on food package labels.

READING OBJECTIVE: Synthesize information from multiple sources to form new concepts.

MATERIALS NEEDED: Chalkboard and two selections on the U.S. RDA. Both selections are dificul reading. This lesson may consume a whole class period.

MOTIVATION: Begin a class discussion by asking students questions which relate their background knowledge to the topic of the reading passages. Sample questions might include:

A. Have you ever looked at the side of a cereal box or a can of soup?

B. What information is on the side of a food package?

C. Does anyone know what that information means?

List accurate student responses on the left side of a chalkboard.

PROCEDURE:

1. Pass out the first selection, Activity 21, U.S. RDA - Initials For Health Conscious Shoppers. Ask pupils to read the title and to tell what they think the passage will discuss. After a few responses, ask pupils to scan the article and pick out any words they believe will give them difficulty. List these words on the board and provide a brief definition. As an alternative, ask students to help define the words. Write a brief definition beside each word.

2. Ask pupils to read the passage to answer these questions: Write the questions on the board, leaving space for answers after reading.

   A. What is the U.S. Recommended Daily Allowance?

   B. What are the differences between the U.S. Recommended Daily Allowance and the U.S. Recommended Dietary Allowance?

C. How precise are the U.S. RDA's?

D. What information is contained on a nutrition label?

E. How is this information useful to people?

3. Students should read the selection silently.

4. After all students have completed the passage, focus attention on the questions on the board. In a class discussion ask pupils to answer the questions. Write their answers under each question. Abbreviate the answers as much as possible, leaving space for additional information to be added after reading the second selection.

5. After all questions have been answered, ask pupils if all the important information in the passage has been discussed? Add any correct additional information.

6. Ask one pupil to summarize the information listed on the board. Provide help with language as needed.

7. Distribute the second selection, Activity 21, Recommended Dietary Allowances - Definition and Application. Tell pupils that the selection generally discusses the same information but contains some differences.

8. Again, have pupils scan for unknown words. List on the board along with a brief definition - supplied by the students or the teacher.

9. Ask them to re-read the questions already written on the board. Then read the selection and note any new information or different information that answers the questions on the board. Also be prepared to underline the abbreviated answers on the board which are discussed in the second passage.

10. Students read the second passage silently.

11. After reading, ask pupils to underline the abbreviated answers on the board which were discussed in the second article. Then ask for new information about each question. Write abbreviated responses under each question.

12. When the discussion is completed ask students if anything else should be added. Finally ask the class how their ideas changed after reading the second passage. Responses may be listed on the board.

Activity 21 - U.S. RDA

CONTENT AREA:	Foods and Nutrition
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Explain the U.S. Recommended Dietary Allowance and locate U.S. RDA information on food package labels.
READING OBJECTIVE:	Synthesize information from multiple sources to form new concepts.

This is a teacher directed lesson.

DIRECTIONS:

Read silently the two selections. Be prepared to answer the following questions for each selection. Then compare the differences between the selections.

A. What is the U.S. Recommended Daily Allowance?

B. What are the differences between the U.S. Recommended Daily Allowance and the U.S. Recommended Dietary Allowance?

C. How precise are the U.S. RDA's?

D. What information is contained on a nutrition label?

E. How is this information useful to people?

SELECTION ONE:

U.S. RDA - INITIALS FOR HEALTH CONSCIOUS SHOPPERS

U.S. RDA - The United States Recommended Daily Allowances - are guides to the amounts of vitamins and minerals you need each day to stay healthy. Developed by the Food and Drug Administration (FDA) for use in nutrition labeling, the U.S. RDA's are important for planning better nutrition for your family.

The U.S. RDA's are based on the Recommended Dietary Allowances established by the Food and Nutrition Board of the National Academy of Sciences - National Research Council. These allowances define the average nutrient requirement for people of both sexes from infancy through adulthood and provide an extra margin to cover variations in individual needs.

In setting the U.S. RDA's, the FDA took the Recommended Dietary Allowances and condensed them to as few categories as nutritionally possible by combining the highest values for various age groups. This results in U.S. RDA's higher than necessary for some people. Many adults need only 75 percent of the U.S. RDA for most nutrients and children only about 50 percent.

NUTRITION LABELING

All foods which have added nutrients or which carry nutrition claims must have a nutrition label. The label tells the size of a serving of the product and the number of servings in the container. The lower part of the nutrition label lists the U.S. RDA for protein and seven vitamins and minerals in a serving.

In the following example of a nutrition label, one serving of this food contains 25 percent of the U.S. RDA for protein, 30 percent of the U.S. RDA for Vitamin A and so forth. Labels may list other vitamins and minerals as well as polyunsaturated and saturated fats, cholesterol and sodium.

NUTRITION LABEL EXAMPLE:

Percentage of U.S. Recommended Daily Allowances (U.S. RDA)

Protein--------------------25
Vitamin A------------------30
Vitamin C------------------10
Thiamine-------------------12
Riboflavin-----------------12
Niacin---------------------20
Calcium-------------------- 7
Iron-----------------------20

The labels of dietary supplements also list the quantities of vitamins and minerals they contain as percentages of the U.S. RDA.

Nutrition labels and the U.S. RDA's provide one way for consumers to determine the nutritional value of foods. By eating a variety of foods every day and using the nutrition information, you are more assured that you are getting the nutrients you need for a healthful, well-balanced diet.

SELECTION TWO:

RECOMMENDED DIETARY ALLOWANCE - DEFINITION AND APPLICATIONS

RDA are recommendations for the average daily amounts of nutrients that population groups should consume over a period of time. RDA should not be confused with requirements for a specific individual. Differences in the nutrient requirements of individuals are ordinarily unknown. Therefore, RDA (except for energy) are estimated to exceed the requirements of most individuals and thereby to ensure that the needs of nearly all in the population are met. Intakes below the recommended allowance for a nutrient are not necessarily inadequate, but the risk of having an inadequate intake increases to the extent that intake is less than the level recommended as safe.

RDA are recommendations established for healthy populations. Special needs for nutrients arising from such problems as premature birth, inherited metabolic disorders, infections, chronic diseases, and the use of medications require special dietary and therapeutic measures. These conditions are not covered by the RDA.

RDA are intended to be met by a diet of a wide variety of foods rather than by supplementation or by extensive fortification of single foods. RDA have not been set for all recognized nutrients. Therefore diets should be composed of a variety of foods that are acceptable, palatable, and economically attainable by the consumer using the RDA as a guide to assessment of their nutritional adequacy (Recommended, 1980).

Activity 22- Read Labels for Nutrition Information

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Explain the U.S. Recommended Dietary Allowance and locate the information on food package labels.
READING OBJECTIVE:	Interpret data presented in visual form.

GOLDEN CRUNCHIES

Breakfast Cereal Nutrition Information Per Serving (1 oz.) with 1/2 Cup Whole Milk

Calories	190
Protein (g)	7
Carbohydrate (g)	29
Fat (g)	5
Sodium (mg)	390

Percentage of U.S. Recommended Daily Allowances

Protein	15
Vitamin A	30
Vitamin C	25
Thiamine	30
Riboflavin	35
Niacin	25
Calcium	20
Iron	25
Vitamin D	25
Vitamin E	*
Phosphorous	20
Zinc	8

NUTRAKRISPIES

Breakfast Cereal Nutrition Information Per Serving (1 oz.) with 1/2 Cup Whole Milk

Calories	190
Protein (g)	6
Carbohydrate (g)	34
Fat (g)	5
Sodium (mg)	230

Percentage of U.S. Recommended Daily Allowances

Protein	15
Vitamin A	100
Vitamin C	2
Thiamine	100
Riboflavin	110
Niacin	100
Calcium	15
Iron	100
Vitamin D	60
Vitamin E	100
Phosphorous	20
Zinc	100

Use the Breakfast Nutrition Information Table to respond to the statements below. Put a check if the statement is true. Leave a blank if the statement is false.

____1. The nutrition values in the table only apply when the 1 oz. of cereal is combined with 1/2 cup whole milk.

____2. Both cereals provide an equal number of calories.

____3. Nutrakrispies provide more sodium than Golden Crunchies.

____4. Both cereals provide an equal percentage of the Recommended Daily Allowance of protein.

____5. There is more Vitamin E per serving of Golden Crunchies than per serving of Nutrakrispies.

____6. Nutrakrispies provide more Vitamin A than the Crunchies.

____7. Nutrakrispies provide 10% more riboflavin than the Recommended Daily Allowance.

Put a check beside the statements which you think are true. Be prepared to tell your reasons for checking or not checking a statement. Use the information in the chart and other knowledge you have to help you decide.

____1. The nutritional values for both cereals would change if a person used skim milk instead of whole milk.

____2. If a doctor ordered a person to eat less sodium, the person would be better off eating Golden Crunchies.

____3. A person who ate a bowl of Nutrakrispies probably would not need to eat anything else the whole day.

____4. Vitamins and minerals have probably been added to Nutrakrispies.

____5. Overall, a person gets more nutrients by eating the Nutrakrispies than by eating the Crunchies.

____6. Golden Crunchies probably taste better than Nutrakrispies.

____7. Nutrakrispies probably cost more than Golden Crunchies.

Activity 23 - Multiple Meanings

CONTENT AREA:	Food and Nutrition
LEVEL:	Intermediate
CONTENT OBJECTIVES:	Select appropriate preparation methods for foods in the meat, fish, poultry and legumes group.
READING OBJECTIVE:	Identify the appropriate meanings of words from among their multiple meanings.

NEW WORDS

In the space on the left side of the words in Column I, check how well you know the words listed below. Use the code in the box. If you can, write a definition for the words in Column II. When you are finished the unit, write the foods and nutrition meanings in Column III.

Use the code to indicate how well you know the words listed below. Put your marks in the space on the left of Column I.

3 = I know the word well. I can use it.

2 = I know the word somewhat.

1 = I've seen it or heard it.

0 = I've never seen it or heard it.

COLUMN I	COLUMN II Your Definition:	COLUMN III Foods Definition
___ boil		
___ dust		
___ whip		
___ score		
___ crack		
___ coat		
___ chill		
___ flake		
___ slice		
___ batter		

CONTENT AREA: Foods and Nutrition - Activity 23, Page 2

COLUMN I	COLUMN II Your Definition:	COLUMN III Foods Definition
___ devil	____________________	____________________
___ fold	____________________	____________________
___ scallop	____________________	____________________
___ steep	____________________	____________________
___ grain	____________________	____________________
___ chop	____________________	____________________
___ grate	____________________	____________________
___ poach	____________________	____________________
___ stew	____________________	____________________
___ dilute	____________________	____________________
___ pit	____________________	____________________
___ stock	____________________	____________________
___ loaf	____________________	____________________
___ season	____________________	____________________
___ scramble	____________________	____________________
___ fry	____________________	____________________

Activity 24 - Chili By Rosa

CONTENT AREA: Foods and Nutrition
LEVEL: Introductory
CONTENT OBJECTIVE: Organize information into a correct recipe format.
READING OBJECTIVE: Differentiate between relevant and irrelevant information.

Rosa is in the kitchen with mother who is teaching her how to make chili for the whole family. Rosa has a hard time understanding how to make the chili because mother also likes to talk about other things. Below are listed the comments mother makes. Put a check beside the ones which tell Rosa how to make the chili.

___ 1. Hand me that big frying pan. It will hold enough for the whole family.

___ 2. Take the pound of ground beef and brown it in the pan.

___ 3. The store is having a special on ground beef this week, we'll have to buy a lot more.

___ 4. Slice one onion and put it in with the meat.

___ 5. Chopping onions always makes me cry.

___ 6. When the meat is brown, take out the extra grease.

___ 7. Your father doesn't like greasy chili.

___ 8. Now, put in a large can of crushed tomatoes. Use the 28 oz. can.

___ 9. Open the 27 oz. can of kidney beans and pour in the liquid. You could also use chili beans if you want.

___10. Don't cut yourself on the can lid. Cut it all the way off.

___11. Aunt Louise cut herself on a can one time and almost lost her finger.

___12. Now stir in a peeled garlic glove, 1 teaspoon of salt, a dash of pepper and $1\frac{1}{2}$ tablespoons chili powder. Stir it around. Mix it well.

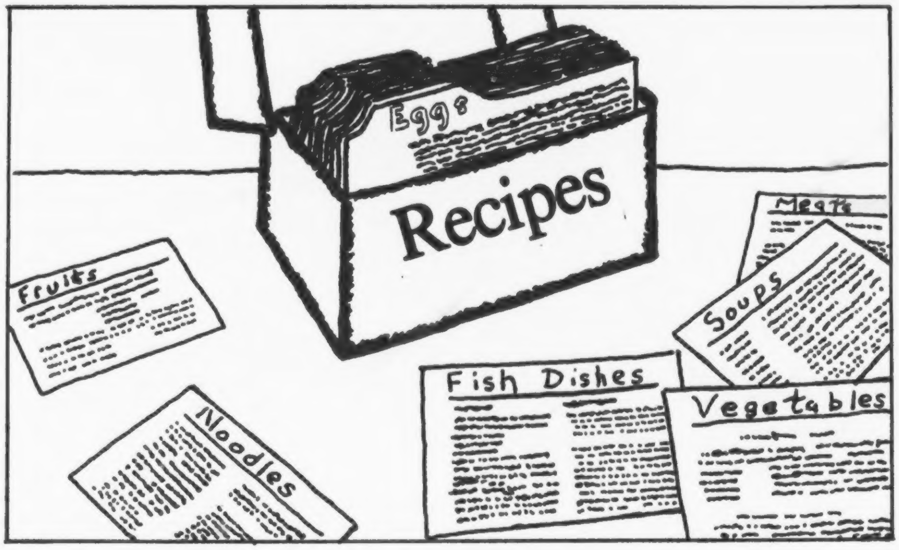
___13. Now, let it simmer for about 45 minutes. Then we'll add the beans and simmer it for another 15 minutes.

___14. I'll take care of the rest of the dinner.

___15. You start your homework.

Activity 25 - Recipe Creating

CONTENT AREA: Foods and Nutrition
LEVEL: Introductory
CONTENT OBJECTIVE: Organize information into a correct recipe format.
READING OBJECTIVE: Identify events in a sequence.


Eggs
Recipes
Meats
Fruits
Soups
Fish Dishes
Vegetables
Noodles

1. Read the selection "Mother's Chili" (see Activity #24) and write the recipe on a 3" x 5" index card.

2. Exchange cards and compare recipes with other students for accuracy and correct sequence.

3. Discuss what would happen if the recipe is not written in the correct order.

Activity 26 - Rice, the Staple Food of Asia

CONTENT AREA: Foods and Nutrition
LEVEL: Advanced
CONTENT OBJECTIVE: Identify important food sources of other nations and classify them according to their food groups and their nutritional contributions.
READING OBJECTIVE: Identify contrasts.

Read the article and fill in the worksheet. The first item "taste" is done as an example. Jot down the information given about each point of contrast. If no information can be found, leave the space empty. Have a class discussion to verify the accuracy of answers. You may consult the article to fill in the chart.

SOUTHEAST ASIAN AMERICAN FOOD HABITS

Many cultures have a staple food that forms the foundation of their diet.

This food is typically bland, relatively inexpensive, and easy to prepare. The staple food provides energy. It also provides protein that is of low biological value to the overall diet. Staples of different cultures include cereal grains such as rice, wheat, millet, and corn, or starchy tubers such as potatoes, yams, taros, and cassava.

Rice, which is the staple food for Southeast Asians, provides up to 80 percent of the calories they consume daily. In Vietnam, when one person asks another, "Have you eaten today?", he or she is actually asking "Have you had rice today?" As the staple food in Southeast Asia, rice is the major part of each meal. When food is served without rice, the Southeast Asians consider it a snack.

The staple food of any culture is relatively resistant to change. However, the use of enriched or whole grain rice can improve the nutritional contribution of rice to the diet.

The nutritional value of the Southeast Asian diet is enhanced by a variety of vegetables, legumes, nuts, fish, eggs, meats, and certain grains. Because these foods contribute protein of high biological value and a variety of vitamins and minerals to the diet, they are called protective foods. These protective foods are used in various combinations, along with traditional spices, to prepare seasoned dishes that give palatability and ethnic identity to a meal. Southeast Asians are referring to these dishes when they ask "Did you enjoy your meal?"

The quantity and type of protective foods consumed are influenced by various factors including geography, income, religion, and taboos. Families with higher incomes typically eat a greater amount of meat or fish and a greater variety of protective foods than do lower income families.

Other foods that are characteristic of cultures are status foods. These foods are generally expensive and are not commonly a part of the daily diet in the native country. Southeast Asians regard fruits, soft drinks, and alcohol as status foods. Status foods high in sugar, such as soft drinks, can complicate the already existing dental caries among Southeast Asians. Economic and nutritional benefits may be obtained by discouraging consumption of status foods with a low nutrient density and encouraging continued consumption of status foods that have a high nutrient density and are also acceptable to the culture. Fruits and certain status foods that use milk products, such as pudding, could be promoted in this way.

— • —

The left column lists points of comparison between three kinds of foods. Use the article to complete the chart. The first item "taste" is done for you. If this article does not provide information, leave the space blank.

	STAPLE	PROTECTIVE FOOD	STATUS FOODS
Taste	bland	seasoned or spicy - gives ethnic identity	sweet
Cost			
Ease of Preparation			
Nutritional Value			
Examples			
Other points of Comparison			

Activity 27 - Food Scramble

CONTENT AREA: Foods and Nutrition
LEVEL: Intermediate
CONTENT OBJECTIVE: Compare and evaluate convenience foods with similar foods prepared "from scratch" for taste, preparation time, cost and appearance.
READING OBJECTIVE: Identify the main idea of a passage.

FINDING THE MAIN IDEA

Below are listed three groups of sentences. The sentences in Group A are listed in the order they would appear in a paragraph. Sentence 1 is a topic sentence. The sentences in Group B and C are scrambled and both would form a complete paragraph with a topic sentence if typed in order. Remember, the topic sentence is more general than the other sentences and states the main idea of a paragraph. Read the sentences in each group and put an x in front of the topic sentence. Try to arrange the sentences in groups B and C in proper order.

GROUP A

___ 1. Generally, the more convenient a product is, the more it costs.

___ 2. For example, ready-to-eat items and frozen plate dinners and entrees that require only heating usually cost far more than similar products prepared at home.

___ 3. The same food items ordered in a restaurant would cost even more than buying them in a supermarket.

___ 4. If time is really at a premium, convenience may be worth the added cost.

___ 5. But first, make sure your food budget can handle this cost.

GROUP B

___ 1. Then freeze portions in the size you will need later.

___ 2. Pancakes, waffles, and dinner rolls are easy to prepare and freeze.

___ 3. One way to save money is by making your own convenience foods.

___ 4. When you have time, prepare extra food.

___ 5. Plate dinners, spaghetti sauce and lasagna are also a few of the convenience foods you can make yourself.

GROUP C

___ 1. The same working mother may depend upon her teenage children to do the grocery shopping and cooking.

___ 2. Frozen foods, hamburgers and bottled drinks are common ingredients of meals prepared by teenagers.

___ 3. Teenagers are more tempted to buy easy-to-prepare foods that may not provide a balanced diet.

___ 4. Many families have become dependent upon teenage children for meal preparation.

___ 5. A mother who works all day may be too tired to prepare a meal for her family from scratch.

SOURCE: Sentences from Your Money's Worth in Foods. Home and Garden Bulletin, USDA No.183. Washington, D.C.: U. S. Government Printing Office, 1984.

Activity 28 - Dictionary Search

CONTENT AREA: Foods and Nutrition
LEVEL: Any
CONTENT OBJECTIVE: Find food terms in dictionary and list guide words.
READING OBJECTIVE: Find words in the dictionary.

Guide words are the words at the top of each dictionary page. They show the alphabetical order of the page. The guide words are also the first and last words on the page.

FINDING WORDS IN THE DICTIONARY

PART I:

Do this part as quickly as you can. Below are listed ten words we will study. Beside each word is a pair of guide words from a dictionary. If the word could appear on a page with those guide words, write "yes" in the space. If the word could not appear on a page with those guide words write "no" in the space.

	WORD	GUIDE WORDS	YES-NO
1.	additive	acute-adequate	______
2.	cholesterol	chocolate-choke	______
3.	fiber	fetus-fiddle	______
4.	polyunsaturated	polygon-pomade	______
5.	processed	proclaim-professional	______
6.	protein	prospect-protest	______
7.	mineral	millet-mine	______
8.	carbohydrate	captain-caramel	______
9.	hydrogenation	hush-hydrogen	______
10.	enriched	enhance-ensign	______

CONTENT AREA: Foods and Nutrition - Activity 28, Page 2

PART II:

Select any 5 of the words listed above. Use the dictionary the teacher has given you. Find the five words in the dictionary. Write the guide words in the space provided. If you cannot find the word in the dictionary, leave the guide word spaces empty.

WORD **GUIDE WORDS**

1. ____________________ ______________ - ______________
2. ____________________ ______________ - ______________
3. ____________________ ______________ - ______________
4. ____________________ ______________ - ______________
5. ____________________ ______________ - ______________

Activity 29 - Food Hunt

CONTENT AREA: Foods and Nutrition
LEVEL: Introductory
CONTENT OBJECTIVE: Identify the basic concepts of food as well as the management of time, effort, money and equipment resources.
READING OBJECTIVE: Use the index of a book.

USING THE INDEX

The index is a list of topics discussed in the book. The list is in alphabetical order. It is usually found in the back of the book but sometimes appears elsewhere. You can find the index by looking at the back of the table of contents for its page number or by quickly skimming through the end of the book. The index tells you what pages discuss the topic.

Let's look at an excerpt from the index of a book on food and nutrition. Skim the page. Notice that the items are in alphabetical order. Suppose you wanted to find information on broiling. Look for it on your sheet. Notice that broiling is discussed on page 171. Suppose you wanted to find information on breakfast. Notice it gives more information. It says 112-113. This means that information is found on page 112 and 113. Notice also that the word "instant" appears indented right after breakfast. "Instant" is a subtopic of breakfast. The book will discuss instant breakfast on page 113.

Use the sample page of the index to answer the questions below.

1. How many subtopics are listed under the topic "Buying food?" _____
2. What page(s) discuss buying meat? __________
3. What page(s) discuss buying eggs? __________
4. What page(s) discuss consumer aids to buying food? _____
5. How many subtopics are listed under the topic "Breads-cereals group?" __________
6. What page(s) discuss how to choose breads and cereals? __________
7. Sometimes the index lists information under words that mean the same as the word you want. What are some examples of poultry? ____________________________________
8. What page(s) discuss how to buy chickens? __________

9. What are some examples of dairy products? __________

10. What page(s) discuss how to buy cheese? __________

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Activity 30 - "Veggies"

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Describe correct procedures for selection, preparation and storage of fruits and vegetables.
READING OBJECTIVE:	Use context clues to identify the meanings of unknown words.

A. Protein complementarity means combining plant foods at each meal to get all of the nine essential amino acids needed for good health.

B. Deficiency of Vitamin A leads to damage of ocular tissues and eventually to blindness, particularly in young children.

Sentence A represents a direct definition type of context clue. Contrast sentence A to sentence B. In sentence B, the meaning of ocular is not directly given. It must be derived from the clues given.

USING CONTEXT CLUES

Read the sentences below and try to figure out the meanings of the underlined words. Write your definitions in spaces provided.

1. The inedible parts of fresh vegetables, such as pods, husks, parings and trimmings, lower the number of servings per pound.

   inedible ______________________________

2. Our diets would be drab without the color and crispness of fresh-tossed salads, the tang and texture of relishes and the distinctive flavor on our vegetable dishes.

   drab ______________________________

3. Besides a variety of fresh vegetables now available year round, you usually have the choice of buying other forms such as canned, frozen or dehydrated.

   dehydrated ______________________________

4. Discard or use at once any bruised or soft vegetables. Do not store them with sound, firm vegetables.

   discard ______________________________

5. Canned vegetables lose quality if stored too long, but remain indefinitely safe to eat if the seal is not broken.

   indefinitely ______________________________

6. To shorten cooking time, cut, slice, dice or shred vegetables.

   dice ______________________________

7. Thawing before cooking is not necessary for most frozen vegetables.

   thawing ______________________________

8. Do not use canned vegetables that show signs of spoilage. Cans that have bulging ends or leakage, are unsafe. Also if the contents spurt liquid, have a strange odor or show mold, they are unsafe to eat. Do not even taste them.

   spoilage ______________________________

9. Vary your salads by using the different greens. Iceberg, bibb or leaf lettuce, romaine, endive, escarole, spinach watercress, chinese cabbage or celery tops provide plenty of variety for salads.

   greens ______________________________

10. Sometimes context clues do not help you get the meaning of unknown words. Try to guess the meaning of the underlined words in this sentence! If you get the answer, be prepared to tell the class how.

    Legumes are low in methionine and high in lysine.

    legumes ______________________________

    methionine ______________________________

    lysine ______________________________

CONSUMER EDUCATION

Lesson Plan 4

CONTENT AREA: Consumer Education
LEVEL: Introductory
CONTENT OBJECTIVE: Infer how each stage of the life cycle modifies the individual's financial status.
READING OBJECTIVE: Draw conclusions.

MATERIALS NEEDED: Worksheet which accompanies this lesson (Activity 31). Chalkboard.

MOTIVATION: Ask students what they would purchase if they could go to a store and buy something by charging it. Get all students to respond. List all responses on the chalkboard.

PROCEDURE:

1. Ask students to examine the responses listed on the board. Then ask them what is revealed about a person by knowing what was charged. Discuss a few responses.

2. Distribute the worksheet and have students determine what is revealed about her life by examining what she charged. Discuss student responses.

3. Ask if anyone could provide a narrative of the events in this girl's life. (There is a story embedded.)

4. Ask all students in the class to predict what they might charge 10 years from now and 20 years from now. List pupil responses by those items already on the board.

5. Ask the general question, "What could we conclude about a person's financial needs over a period of time?" Discuss responses.

Activity 31 - "Charge It"

CONTENT AREA: Consumer Education
LEVEL: Introductory
CONTENT OBJECTIVE: Infer how each stage of the life cycle modifies the individual's financial status.
READING OBJECTIVE: Draw conclusions.

THE CHARGE ACCOUNT

Below are listed a few items that were put on a charge account. Not all the charges are listed. There are just enough to give you some ideas about her. The person who charged them was a girl who graduated from high school in June, 1980. What conclusions about her life can be drawn from the items she put on her charge account? Is there a story to this girl's life? Use the dates, the items and the amount to help you draw the conclusions. Write your ideas on a separate sheet of paper.

DATE		AMOUNT
September 1, 1980	1. Radio Shack - Stereo Cassette Player	$ 129
September 30, 1980	2. Macy's Department Store - Cosmetics	40
February 7, 1981	3. Sears Auto Center - Muffler	24
February 28, 1981	4. Sears Auto Center - Brakes	90
June 3, 1981	5. Macy's Department Store - Ladies Clothing	75
September 1, 1981	6. Big and Tall Man Clothing Store - Shirt and Tie	35
September 1, 1982	7. Ross's Bridal Shop - Gown	400
September 4, 1982	8. Macy's Department Store - Ladies Clothing	300
June 3, 1983	9. Garden State Travel Agency - 2 round trip tickets to Florida	200
June 3, 1984	10. Macy's Department Store - Baby Wear	46
June 3, 1985	11. Toys R Us Toy Store -Toys	32
September 1, 1985	12. Hudson Furniture Store - Sofa	499
September 1, 1986	13. Archer Employment Agency - Job Locator Service	50
September 14, 1986	14. Macy's Department Store - Ladies Wear	242
September 20, 1986	15. Day Care Toddler Center	72

Activity 32 - Consumer Credit

CONTENT AREA: Consumer Education
LEVEL: Intermediate
CONTENT OBJECTIVE: Explain the concept of living on future income through the use of credit and borrowing.
READING OBJECTIVES: Complete an outline by selecting the appropriate main ideas, sub-topics and supporting details.

Read the article "Using Consumer Credit." Afterwards you will see an outline of the article. However,some of the main topics and details are missing. Complete the outline given below by filling in the blanks with the missing information. Condense the ideas into phrases if you can.

USING CONSUMER CREDIT

The use of credit can help you get the things you need when it is inconvenient for you to pay cash or cash is not available. If you have a charge account, you can take advantage of special sales for clothing and small household items. Personal installment loans can help out in an emergencysituation or in buying a car or appliance where you can put up a large down payment.

The use of consumer credit can also lead to budgeting problems. It is common for young people to be tempted to buy more than they can afford if they have credit available. You can become so over-committed to debt payments that other demands on your income, like food, shelter, and recreation, may suffer. And your inability to repay debts now can hurt your chances for obtaining credit in the future.

Credit is a service dealers and financial establishments offer, but it costs money. Many people are unaware of what they pay for it. Whenever you are considering using credit, you should evaluate how important it is for you to have that appliance or new outfit now and pay more for it, rather than wait until you have saved up the cash. The merchandise you buy on credit may also have a higher price tag. Stores that offer goods at the lowest prices (discount stores, factory outlets, etc.) usually do not offer credit. Some stores that do offer credit terms may offer a discount for payment in cash. The cost and availability of credit depends on many factors (A Guide, 1981, p.12):

- How much you want to borrow
- How long you want to take to pay it back
- The type of business (retailer or financial institution) extending the credit.

- Your credit report which may include bank references. Your past loan repayment record, your employment status, and whether you will have collateral to secure the loan.

— • —

Using Consumer Credit

I. Helps get things without cash

A. Charge Accounts

B. Personal installment loans

II. Budgeting Problems

A. Buying more than can afford

B. ____
(Add a detail from the article)

C. Ability to get credit hurt by not paying

III. ____
(Add a major topic from the article)

A. Many unaware of cost

B. ____
(Add a detail)

C. Usually no credit in lowest priced stores

D. ____
(Add a detail)

E. Cost depends on many things

1. ____
(Add details)

2. ____
(Add details)

3. ____
(Add details)

4. ____
(Add details)

SOURCE: A Guide to Budgeting for the Young Couple. Home and Garden Bulletin No. 98. Washington, D.C.: U. S. Government Printing Office, 1981.

Activity 33 - Federal Credit Laws

CONTENT AREA: Consumer Education
LEVEL: Intermediate
CONTENT OBJECTIVES: Identify sources of current information concerning rights and responsibilities under the law related to consumer protection.
Identify major areas of consumer protection.
Explain the concepts of living on future income through the use of credit or borrowing.
READING OBJECTIVE: Make judgments from information presented.

Read the passage below. Use the information in the passage to help you decide whether or not the credit law is being violated. If there is not enough information, put a check in the space provided.

Federal Credit Laws

Even the most astute borrower can run into problems in using credit. The Fair Credit Billing Act requires open-end creditors to mail your bill at least 14 days before payment is due. Should you ever question the bill, the law specifies the procedures for filing grievances with the creditor so that you can withhold the amount in question without being penalized by an adverse credit report or undue finance charges until an agreement can be reached (A Guide, 1981, p.14).

Under the Equal Credit Opportunity Act you cannot be denied credit on the basis of your sex, marital status, or intent to have children. If you feel you have been treated unfairly in a credit application, you have the right under the Fair Credit Reporting Act to review and contest your credit report or undue finance charges until an agreement can be reached (A Guide, 1981, p.14).

— • —

Directions: Use the information in the paragraphs above to help you decide the answers to these problems.

1. A person receives a bill on January 25 and the payment is due February 25. Has the law been violated?

_____YES _____NO _____NEED MORE INFORMATION

SOURCE: A Guide to Budgeting for the Young Couple. Home and Garden Bulletin No. 98. Washington, D.C.: U. S. Government Printing Office, 1981.

2. A person finds an item on a bill which appears to be a mistake. The person refuses to pay the whole bill until the store corrects the mistake. Was this person protected under the law?

_____YES _____NO _____NEED MORE INFORMATION

3. A credit report indicates that a mother with four children made 7 late payments on a refrigerator. A washing machine salesman refuses to give her credit because of the report. Has the law been violated?

_____YES _____NO _____NEED MORE INFORMATION

4. A person forgets to make a monthly payment on a bill. The next month the bill includes a $10 fee for non-payment and a warning to make both payments in 14 days or the bill will be turned over to their collection department. Has the law been violated?

_____YES _____NO _____NEED MORE INFORMATION

5. A 16 year old girl who works 10 hours a week at a fast food restaurant is denied credit to buy a stereo cassette recorder. Has the law been violated?

_____YES _____NO _____NEED MORE INFORMATION

6. While planning to get married, a young couple find that they cannot get credit to buy furniture for their apartment. They ask to see his or her credit report. The salesman says no. He tells them to call the company which prepared the report. The company says the reports are "not available". Has the law been violated?

_____YES _____NO _____NEED MORE INFORMATION

Activity 34 - "Money, Money, Money"

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVES:	List the values most important to an individual as the values relate to financial resources. Identify financial resources that must be protected as well as obtained and used to purchase goods and services.
READING OBJECTIVE:	Interpret figurative language.

The interpretation of figurative language is dependent upon:

(a) internal clues if present
(b) background knowledge of the reader
(c) the context in which the figurative language is used.

MONEY

PART I

Below are listed 10 expressions concerning money. In the left column check how well you understand the expression. Use this coding system. After you check the items, participate in a class discussion about their meanings. Use the space below each item to take notes.

+ = I know the expression well. I can state the meaning in my own words.

v = I think I know what this means but I would like to hear someone else define it.

o = I don't know what this means and I can't figure it out. I'll wait for someone else to tell the meaning.

HOW WELL YOU UNDERSTAND THE EXPRESSION — ITEMS WITH WHICH YOU AGREE (Do this after the discussion)

____ 1. A penny saved is a penny earned
Meaning = ______________________________ ______________

____ 2. The love of money is the root of all evil
Meaning = ______________________________ ______________

____ 3. Give to Caesar that which is Caesar's; give God what is His.
Meaning = ______________________________ ______________

____ 4. Early to bed, early to rise, makes a man healthy, wealthy and wise.
Meaning = ______________________________ ______________

____ 5. A fool and his money are soon parted.
Meaning = ____________________ ____________

____ 6. To have money is a fear, not to have it is a grief.
Meaning = ____________________ ____________

____ 7. We have heads to get money and hearts to spend it.
Meaning = ____________________ ____________

____ 8. Money masters all things.
Meaning = ____________________ ____________

____ 9. Money makes the man.
Meaning = ____________________ ____________

____ 10. Don't marry for money, but go where money is.
Meaning = ____________________ ____________

After the discussion, draw a circle around the expressions which best capture your own feelings about money.

Activity 35 - Where to Find Insurance

CONTENT AREA: Consumer Education
LEVEL: Introductory
CONTENT OBJECTIVE: Describe how insurance can be used to protect financial resources.

READING OBJECTIVE: Use cards in the card catalog.

The information below is bibliographic information that is found on a card in a library card catalog.

INSURANCE - U.S.A.
338.4736
Tobias, Andrew P. The Invisible Bankers! Everything The Insurance Industry Never Wanted You To Know. New York, Linden Press: Simon and Schuster, 1982. 336 p.:Ill (contains illustrations)
Bibliography p.322-325
Includes index
1. Insurance - U.S.
2. Insurance Companies - U.S.

1. Title

The underlined headings tell you what the information means.

Subject Heading: INSURANCE -- U.S.A.

Call Number: 338.4736 (Tells where to find the book on the shelf)

Author: Tobias, Andrew P.

Title: The Invisible Bankers: Everything the insurance industry never wanted you to know.

Place of Publication: New York

Date of Publication: 1982

Publisher: Linden Press: Simon & Schuster

Length of Book: 336 p.:Ill. (Contains illustrations)

Additional Information: Bibliography:p. 322-325 (contains bibliography and index) includes index.

Topics
1. Insurance -- United States
2. Insurance companies -- United States
    1. Title

Use the information on this card to answer the questions listed below.

INSURANCE, UNEMPLOYMENT -- UNITED STATES --
HANDBOOKS, MANUALS, ETC.

344.024
Hon Honigsberg, Peter Jan.
The Unemployment Benefits Handbook/by Peter Jan Honigsberg --
Reading, Mass.: Addison-Wesley, c1981.
ix, 158p.: ill.: 24 cm.
Includes index.

1. Insurance, Unemployment -- United States Handbooks, Manuals, etc.
I. Title

1. What is the subject of this book? ______________________
2. Who wrote this book? ______________________
3. What is the title? ______________________
4. Where was it published? ______________________
5. What company published it? ______________________
6. When was the book published or copyrighted? __________
7. What is the call number of the book? ______________________
8. What other helpful information is on the card? __________
____
9. What topics would you expect to find discussed in this book? ______________________
____
10. How might this book be useful to a reader? __________
____
____

Activity 36 - Coupon Capers

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Explain the pros and cons of using coupons to protect the family's financial resources.
READING OBJECTIVE:	Scan to locate specific information.

Scanning is a type of reading which is done to locate specific information. It is done so rapidly that no other information is remembered. Finding words in a dictionary or names in a phone book are examples of scanning. It can also be used to find specific information in other kinds of books. In order to scan, look down the page very quickly looking for words or phrases that relate to the target information. When the clues are encountered, slow down and read that part carefully. The kinds of clues available depend upon the information being sought and the characteristics of the text. In the activity presented, you will discover other clues that help locate information. Use the coupons distributed by your teacher to complete this exercise.

COUPON SCANNERS

Read each of your coupons as fast as you can to locate the information requested below. Write the answers in the spaces provided.

COUPON 1

A. Name of product ____________________

B. Cents off purchase of product ____________________

C. Expiration date of coupon ____________________

D. Handling amount of retailer ____________________

E. Cash value of the coupon ____________________

COUPON 2

A. Name of product ____________________

B. Cents off purchase of product ____________________

C. Expiration date of coupon ____________________

D. Handling amount of retailer ____________________

E. Cash value of the coupon ____________________

COUPON 3

A. Name of product ____________________

B. Cents off purchase of product ____________________

C. Expiration date of coupon ____________________
D. Handling amount of retailer __________________
E. Cash value of the coupon _____________________

COUPON 4

A. Name of product ______________________________
B. Cents off purchase of product_________________
C. Expiration date of coupon ____________________
D. Handling amount of retailer __________________
E. Cash value of the coupon _____________________

Activity 37 - Buying Power

CONTENT AREA: Consumer Education
LEVEL: Introductory
CONTENT OBJECTIVES: Evaluate financial resources to purchase goods and services.
READING OBJECTIVES: Identify and infer the main idea.

YOUNG PEOPLE AND MONEY

Read the selection and search for the main idea of each paragraph. The information in the right column contains helpful information and questions for you to answer.

1. Many young people receive an allowance from their parents or other adults. The allowance is usually used to buy food for school lunches. It is also used for school supplies or clothes. The allowance primarily provides for the purchase of items needed for every day living.

In this paragraph, the last sentence is the topic sentence. It is more general than the other sentences and seems to summarize what the author is trying to tell you. The first sentence is not the best expression of the main idea because it is too general. The second and third sentences are too specific.

---

2. Many other young people have additional money which they spend on music. They feed juke boxes, and buy radios, record players, tape recorders and cassettes. The record stores are always full of teenagers. A few are able to afford tickets to concerts given by their favorite performers.

Underline the topic sentence of this paragraph. Be prepared to defend your choice.

---

3. Girls experiment with different kinds of cosmetics, which means they buy plenty of them. Facial cosmetic and hair care manufacturers and retailers recognize that a large share of the market for women's cosmetics is controlled by girls in their teens and early twenties. Young men are taking a greater interest in grooming. Consequently, spending on shaving products, colognes, deodorants and hair care products has grown tremendously.

This paragraph does not contain a topic sentence. Think about what the author is trying to tell you and write a sentence which best expresses the main idea.

4. Even when they aren't spending money, young people directly influence family spending. Parents buy snacks, and sodas because the young people in the family want them. The choice of a car, TV or stereo is often influenced by the teenagers in the family. An extra TV or car may be purchased so the parents can avoid conflicts over who uses these items.

Does this paragraph contain a topic sentence? If so, underline it. If not, write the best expression of the main idea.

____

____

____

____

Can you write a sentence which expresses the main idea of the three paragraphs taken together?

____

____

____

____

Activity 38 - Buying Power 2

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVE:	Evaluate financial resources to purchase goods and services.
READING OBJECTIVES:	Identify specific details related to a main idea.

1. Do this activity after you have completed Activity 37. You should have read the passage "Young People and Money" and determined the main idea of each paragraph.

2. The diagram below is a short way of outlining the relationship of main ideas to their supporting details.

3. Re-read the selection in Activity 37. The first two paragraphs are outlined in their entirety. Re-read paragraphs 3 and 4, then fill in the appropriate details in the blanks.

YOUNG PEOPLE AND MONEY

PARAGRAPH 1

ALLOWANCE FOR NEEDED ITEMS

1. food
2. school supplies
3. clothes

PARAGRAPH 2

ADDITIONAL MONEY FOR MUSIC

1. juke boxes
2. radios
3. record players
4. tape recorders
5. cassettes
6. concerts

PARAGRAPH 3

COSMETICS

Girls

1. ________
2. ________

Young Men

1. ________
2. ________
3. ________
4. ________

PARAGRAPH 4

DIRECT INFLUENCE ON FAMILY SPENDING

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Activity 39 - Banking Business

CONTENT AREA: Consumer Education
LEVEL: Intermediate
CONTENT OBJECTIVE: Use the services offered by banking institutions.
READING OBJECTIVE: Use the Readers' Guide To Periodical Literature.

The Readers' Guide To Periodical Literature is a reference tool which helps students locate magazine articles on topics of interest. Articles from many popular journals are listed in the guide. The Readers' Guide is published semimonthly for six months of the year and monthly for the other six months. See the title page for the months. There are cumulative quarterly editions and a bound cumulative edition is published each year. Read Part I and complete questions in Part II.

PART I

ENTRY

Banks and Banking

Time Bombs In The Banks (Problem Loans) D. Dorfman.

il NY 18:19-20 N4 '85

EXPLANATORY NOTE: The information below explains the entry.

Banks and Banking - This is the main entry. It is the category name for articles on this subject.

Time bombs in the banks - This is the title.

Problem Loans - This is an explanatory note inserted by the editor to give more information. It will be contained in brackets.

D. Dorfman - This is the author of the article.

il. - This is an abbreviation meaning the article has illustrations. A complete list of abbreviations and their meanings are found in front of the guide.

NY - This is an abbreviated title of the magazine. The complete list of magazine abbreviations is found in front of the guide. NY means New York magazine.

18:19-20 - 18 is the volume number. It appears before the colon. 19-20 are the page numbers. They appear after the colon.

N 4 '85 - This is the date of the magazine. It is November 4, 1985. Months are abbreviated and the 19 is omitted from the year.

PART II

Here are two entries from the guide. Use the information in Part I to help you answer the questions following the guide.

ENTRY 1

Checking Accounts

Dangers of Teen Checking Accounts
(Avoiding Problems)
Clifford il Seventeen 21:43-4 O 21 '85

1. What is the main entry? ____________
2. What is the title of the article? ____________
3. Did the editor include an explanatory note? ____________
4. Who wrote the article? ____________
5. Is the article illustrated? ____________
6. What is the title of the magazine? ____________
7. What is the volume number? ____________
8. On what pages will you find the article? ____________
9. What date was the article published? ____________

ENTRY 2

Black banks and banking
Black Banks Help Urban Development,
L. Jones Fields, Black Enterp
16:26 O '85

1. What is the main entry? ____________
2. What is the title of the article? ____________
3. Did the editor include an explanatory note? ____________
4. Who wrote the article? ____________
5. Are there illustrations? ____________
6. What is the title of the magazine? ____________
7. What is the volume number? ____________
8. On what page is the article? ____________
9. What date was the article published? ____________

SOURCE: Entries from Readers' Guide To Periodical Literature. Copyright © 1985 by The H. W. Wilson Company, Bronx, N.Y. Material reproduced by permission of the publisher.

Activity 40 - To Buy or Not to Buy

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Apply purchasing techniques using food, clothing, shelter and transportation as examples.
READING OBJECTIVE:	Synthesize information from two or more sources to form a new concept.

Two consumer problems are presented below. Each problem has two paragraphs which provide information about different aspects of the problem. Read the problems and write answers to the questions in the spaces provided.

PROBLEM 1

1. A record club advertises that customers can get 11 records or cassettes for 1¢ if they agree to buy 10 more records or cassettes at the regular price over the next two years. The recordings are priced at $10 to $12 although there are some higher and some lower. After buying the 10 records the customer gets 1 free recording for each one purchased. A monthly selection is sent to the customer unless the company is notified not to send it. There is no obligation to purchase any number of items after the original purchase agreement is fulfilled.

2. A major retail store frequently has sales on popular recordings. The sale price is about $6.00 per record or cassette. At other times the recordings usually cost $10 to $12.

    a. Is joining a record club a good way to save money on recordings?

    b. What are the other advantages and disadvantages of joining a record club? (Use information from the passage and from your own background to answer this question.)

PROBLEM 2

1. Liquor consumption in the United States has decreased substantially in the last 10 years while the price has increased. Experts do not see any relationship between the price of liquor and the amount consumed. The decline is a result of a social trend which has turned people toward other beverages.

2. The cost of wheat and other grains used to make liquor has decreased, yet the price of liquor continues to rise. Liquor sellers claim they are not making any more profit than 10 years ago. However in the last 10 years social activities have forced higher taxes on liquor while encouraging people to drink other beverages.

    a. What is the relationship between the cost of grains and the price of liquor in the United States?

    b. Why were taxes raised on liquor?

    c. What things are responsible for the decrease in liquor consumption?

HOUSING, HOME FURNISHINGS AND EQUIPMENT

Lesson Plan 5

CONTENT AREA: Housing, Home Furnishings and Equipment
LEVEL: Intermediate
CONTENT OBJECTIVE: Read and evaluate a floor plan.
READING OBJECTIVE: Infer a spatial sequence.

MATERIALS NEEDED: Blank paper and pencil for each student, floor plan and story which accompany this lesson.

MOTIVATION: Draw a floor plan of a single living room on the chalkboard. Use appropriate symbols. Call student attention to it and explain the parts of the floor plan.

Ask students to draw a plan of one floor of their homes on a blank sheet of paper.

PROCEDURE:

1. After students have drawn their floor plans ask them to examine the floor plan which accompanies this lesson (See Activity 41).
2. Ask them to identify the parts. Explain any symbols which they cannot identify.
3. Discuss the need for being able to interpret the symbols and abbreviations used in floor plans.
4. Ask pupils to read the story which accompanies this lesson and to trace the boy's steps through the house. Students may draw their lines on the plan.
5. When students are finished ask them to exchange papers and compare their lines. Establish the correct route.
6. Have students redraw the floor plan of their homes. This time ask them to insert the correct abbreviations, dimensions and symbols.

Activity 41 - Floor Plan Maze

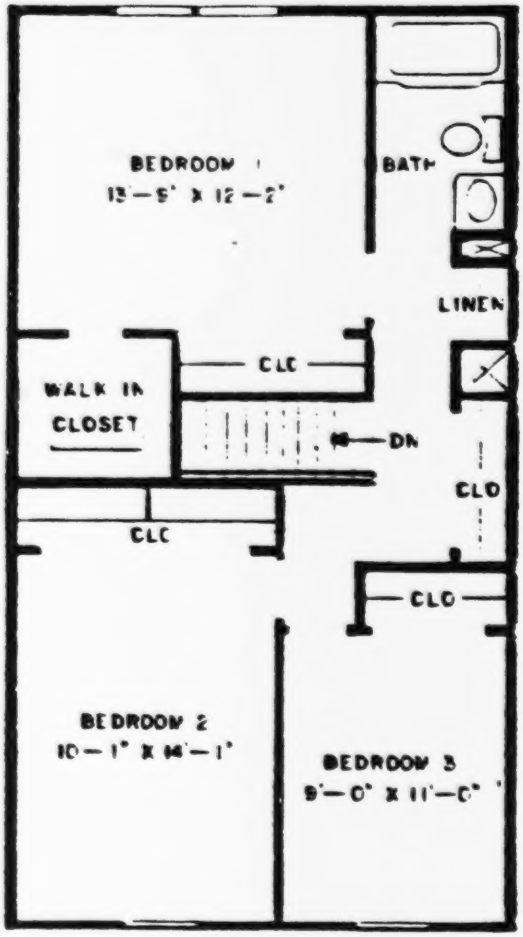
CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Read and evaluate a floor plan.
READING OBJECTIVE:	Infer a spatial sequence.

Read the story about Tom's actions after school. Draw a line on the floor plan which shows the steps he took. You may refer to the story any time you want.

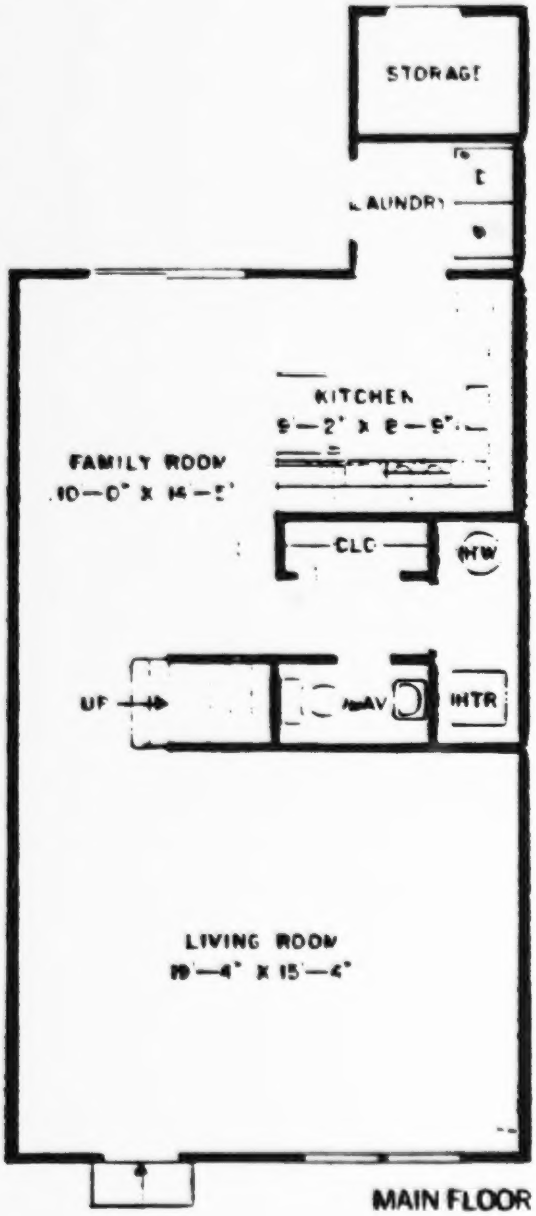
A TRIP THROUGH THE HOUSE

Tom came in the back door of the house because his shoes and pants were wet from the snowball fight. His mother would be very angry if he came in the front door or through the back patio door because the carpets there would get wet. He took off his shoes and put them over the heater vent, then slipped out of his pants and threw them in the dryer. He walked through the kitchen and went to the closet to hang up his coat. Because his hands were dirty, he decided to wash up before getting a snack. After drying his hands, he ran up to his room and put on a dry pair of pants. He heard the other boys still throwing snowballs in the front of the house. He peeked out his window and watched for a minute, being careful no one would see him. Those boys were wild enough to throw snowballs at his window.

Now, Tom felt the cold. He needed something to eat and drink. Bouncing down the steps two at a time, he rushed to the kitchen. He made some hot chocolate, got a piece of cake and sat down in the family room to eat. Oh, he thought, it's four thirty - time for the afternoon movie. He turned on the TV in the living room, then sat down there to finish his hot chocolate and cake. Afterwards, Tom reached out the front door and got the mail from the mailbox. He sat down in front of the TV and was still there when his mother came in at 5:30 P.M. She got very angry because he forgot to put the dinner in the oven.


BEDROOM 1
13'—9" X 12'—2"
BATH
LINEN
CLC
WALK IN CLOSET
DN
CLO
CLC
CLO
BEDROOM 2
10'—1" X 14'—1"
BEDROOM 3
9'—0" X 11'—0"

SECOND FLOOR


STORAGE
LAUNDRY
D
W
KITCHEN
9'—2" X 8'—9"
FAMILY ROOM
10'—0" X 14'—5"
CLC
HW
UP
LAV
HTR
LIVING ROOM
19'—4" X 15'—4"

MAIN FLOOR

Activity 42 - Buying Our First House

CONTENT AREA: Housing, Home Furnishings and Equipment
LEVEL: Intermediate
CONTENT OBJECTIVE: List the steps to the problem solving approach to decision making.
READING OBJECTIVE: Identify the appropriate meanings of words by using affixes.

Tony and Anita had just toured the third house. They were on their way back to the apartment when Tony asked Anita to review their tour of three houses. "I like the last one the most," said Tony. "But, I don't," replied Anita. "It needs a lot of work and I don't think our furniture or furnishings will fit." Tony dropped the subject.

Later, after dinner, he refilled Anita's coffee cup and said, "Anita, let's rethink our decision on that last house." Anita replied, "OK, we can reevaluate it."

"First, the front of the building is in terrible condition," said Anita. "We can reface it," responded Tony.

"The kitchen is old-fashioned." "We can remodel it," said Tony.

"Some of the doors are loose," protested Anita. "I'll refasten them," said Tony. And each continued. "The back door is broken." Well, I'll replace it." "Our furniture arrangement isn't right." "We can rearrange it." "The living room walls are peeling and the ceiling is gray," Anita resisted, "I'll resurface the walls and repaint the ceiling," persisted Tony.

"You'll have to redo everything!" cried Anita. Tony remained calm. "No, not everything! I don't have to refix everything. The house has a lot of good points." Anita regained her calmness. "Tell me about them." "We won't have to refurnish the master bedroom and we won't have to redecorate the child's bedroom. You know how important that is going to be. Furthermore, we won't have to readjust our life style to pay for the house. I'll be able to repay the mortgage on just my salary when you quit work."

"Well," responded Anita, "Let's call the real estate agent tomorrow and ask to reexamine the house." "Great," responded Tony. "I'll wash the dishes tonight, you dry."

1. Underline all the words in the story which begin with a prefix, re.

2. List the words here and write their meanings. Use the dictionary if you need help.

WORDS	MEANINGS

3. What is the meaning of re? ______________________________

   What word in the passage begins with the letters re but is not a prefix? ______________________________

4. Below are the steps in the problem-solving process. In which step are Tony and Anita? Be prepared to explain your choice.

   a. Problem identification
   b. Seeking alternatives
   c. Choosing and carrying out an alternative
   d. Evaluating the outcome
   e. Changing or modifying for ultimate satisfaction

Activity 43 - Small Appliances

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVE:	Collect and evaluate consumer information about small appliances.
READING OBJECTIVE:	Use the index.

FINDING INFORMATION IN AN INDEX

Here are the words you need to know to complete this exercise. Their definitions are written beside them.

a. index - an alphabetical listing of subjects discussed in a book; usually found at the back of the book.

b. topic - a major subject, the name for a subject discussed in a book or paragraph.

c. subtopic - a part of a major subject.

d. synonym - a word that means the same as another word.

e. key words - words that are used to locate subjects in an index or encyclopedia.

1. Use the dictionary to find synonyms for these words. Write the synonyms in the space provided.

   appliance ________________________________

   energy ________________________________

   safety ________________________________

   warranty ________________________________

2. Put a check mark (v) beside those items you think might be listed as subtopics of the main topic, appliances. Then look in the index of your book and circle the check marks which are right.

Subtopics

__________ 1. Laundry

__________ 2. Microwave oven

__________ 3. Wattage

__________ 4. Toasters

__________ 5. Guarantee

__________ 6. Circuits

__________ 7. Underwriters Laboratory

__________ 8. Blenders

3. Here are two topics related to appliances. Neither is found in the index. Try to think of key words which may substitute for each topic. One example is given for you.

KEY WORDS

Topic 1

buying: purchase, ____________, ____________

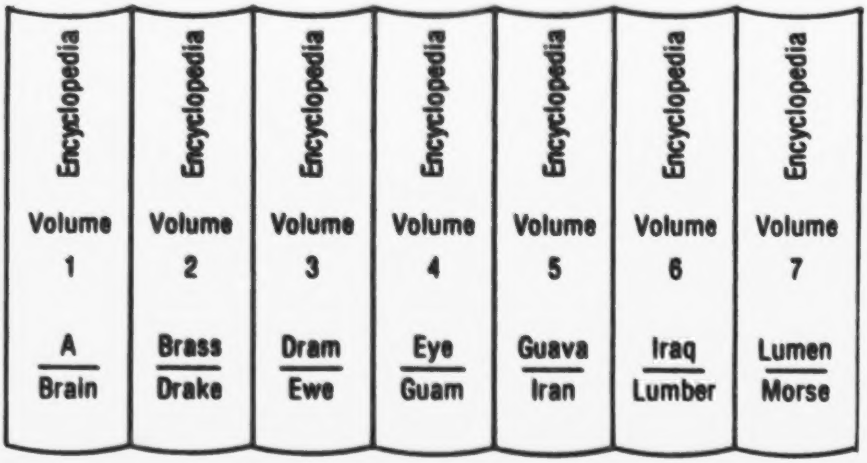
Topic 2

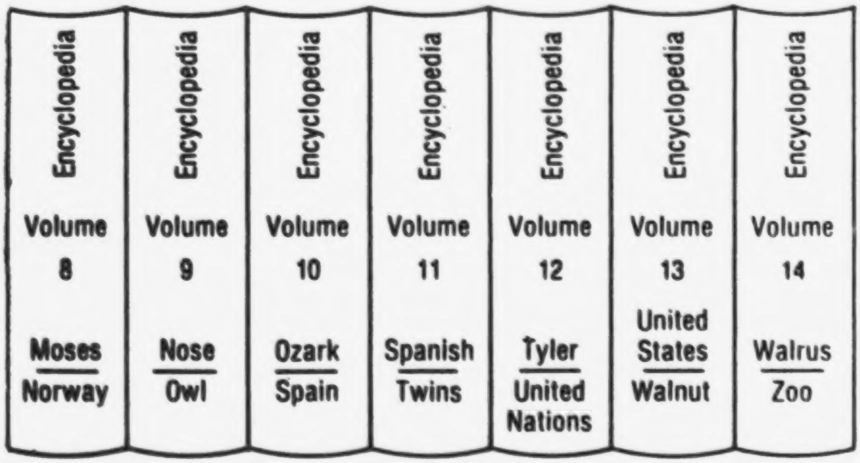
care: cleaning, ____________, ____________

Activity 44 - Architecture Reflects Various Cultures

CONTENT AREA: Housing, Home Furnishings and Equipment
LEVEL: Intermediate
CONTENT OBJECTIVE: Identify furniture and architectural styles/period and analyze their workability in today's dwellings.
READING OBJECTIVE: Identify the topic/heading under which additional information may be found in an encyclopedia.

Use the information on the spine of the encyclopedias below to respond to the items in Part II on the next page.


Encyclopedia
Volume 1
A
Brain
Encyclopedia
Volume 2
Brass
Drake
Encyclopedia
Volume 3
Dram
Ewe
Encyclopedia
Volume 4
Eye
Guam
Encyclopedia
Volume 5
Guava
Iran
Encyclopedia
Volume 6
Iraq
Lumber
Encyclopedia
Volume 7
Lumen
Morse


Encyclopedia
Volume 8
Moses
Norway
Encyclopedia
Volume 9
Nose
Owl
Encyclopedia
Volume 10
Ozark
Spain
Encyclopedia
Volume 11
Spanish
Twins
Encyclopedia
Volume 12
Tyler
United Nations
Encyclopedia
Volume 13
United States
Walnut
Encyclopedia
Volume 14
Walrus
Zoo

CONTENT AREA: Housing, Home Furnishings & Equipment-
Activity 44, Page 2

Part I

Underline the words in the sentences which would probably be the headings in an encyclopedia article about that topic.

1. Maryanne has to do a report on the Tudor style of architecture.
2. Julie's assignment was to find out about hex signs on the buildings of German settlers in Pennsylvania. These people are known as the Pennsylvania Dutch.
3. Kevin has to find the difference between the traditional and contemporary styles of furniture.
4. Albert visited Colonial Williamsburg and wanted to learn more about American Colonial Architecture.
5. Hilda's grandparents came from Spain and she would like to learn more about Spanish castles.

Part II

Write the two volume numbers you would use to find information about the topics listed below.

EXAMPLE: VOLUME NUMBERS

Federal buildings in Washington, D.C. ____4____ and ____14____

1. Thomas Jefferson's home Monticello ______and______
2. Queen Anne furniture ______and______
3. Creole buildings in New Orleans ______and______
4. Skyscrapers in Chicago ______and______
5. Architecture in New Jersey ______and______

Activity 45 - Idea Hunt

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Introductory or Intermediate
CONTENT OBJECTIVE:	Any from the content area.
READING OBJECTIVE:	Complete an outline.

This is a teacher directed activity.

PROCEDURES:

1. The technique described below is a variation of an activity called the Guided Reading Procedure (GRP). It was developed by Anthony Manzo and described in, "Guided Reading Procedure," Journal of Reading. Vol. 18 (January 1975), pp. 287-291. It was updated in the Journal of Reading, Vol. 28 (March 1985), pp. 498-502. While the activity is comprehensive and multipurposed, the variation described below addresses only outlining skill.

2. Select a passage of reading material which contains information that is basic to the subject. It should be information that you want students to learn and remember. The passage should be no longer than five pages in length.

3. Ask pupils to read the passage and try to remember as much as they can.

4. After all have completed the passage, tell them to close their books. Then ask the general question, "What was discussed in this material?" Wait as long as needed for responses.

5. Record student responses in an abbreviated fashion, using one side of the board. Continue asking the question "What else was discussed?" until all the significant items have been listed on one side of the board.

6. Then, step to the other side of the board and say "We're going to make an outline of this material. What should we put first?" Then, "What should we put next? Use the abbreviations on the board to help you decide."

7. Record what students say using a conventional outline form or some kind of diagrammatic representation of the content. Show the relationship of major ideas to supporting details. Always let students decide where the information should be located.

8. When the outline appears complete, ask, "Is it finished?" Is it all correct?" If not, consult the textbook for verification.

9. Duplicate the outline and give each student a copy. Use the outline as a study aid or source for other reading activities such as vocabulary development or distinguishing between main ideas and details.

Activity 46 - Questions and Answers

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Introductory or Intermediate
CONTENT OBJECTIVE:	Any from the content area.
READING OBJECTIVE:	Predict outcomes.

This is a teacher directed lesson. It is difficult for students at first but has great value in promoting thinking about the reading assignment. Start the activity and wait for student responses.

PROCEDURES:

1. The ReQuest Procedure is a general reading activity developed by Anthony Manzo. The original version appeared in the Journal of Reading, Volume 12 (1969), pp. 123-126. ReQuest stands for reciprocal questioning. In brief, the teacher and student read segments of a reading assignment and alternately question each other until the students can answer the general question, "What do you expect to find in the remainder of this reading selection?" Details of a modified version of the procedure follow.

2. Both teacher and student read a segment of the assignment. For most classes a sentence or two is adequate although the length can be adjusted as needed.

3. Both teacher and students close their books. The teacher invites the students to ask questions about the content just read.

4. The teacher answers each question directly, honestly, and completely, then comments upon the quality of the question. Negative feedback must be handled delicately. The purpose of the feedback is to redirect student thinking about the topic using the information just read as a base. If negative feedback is given, ask those pupils to rephrase their questions and try again.

5. Exchange roles. Teachers and pupils read another segment. Then the teacher asks the students questions about the content. Students answer as best they can, or hypothesize answers. Comments about the teacher questions are optional.

6. Continue the exchange of roles until the students can respond adequately to the general questions, "What do you think the rest of this assignment is about? Why do you think so?"

Activity 47 - Is Your House Safe?

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVES:	Identify potentially hazardous housekeeping/safety problems within the near environment and demonstrate proper safety procedures, fire prevention and emergency techniques.
READING OBJECTIVE:	Distinguish between fact and opinion.

PROCEDURES:

1. Think about household safety. Do you know anyone who got hurt in the home? How did it happen? How many of you have smoke detectors in your homes? Where are they located? Do you use extension cords at home? How are they used? Has anyone ever had a fire in the house? When you need something from a high shelf, how do you get it?

2. Let's turn attention to the kinds of statements people make. A statement of fact can be proved to be true or false. An opinion is what someone thinks. It cannot be proved. Let's read these sentences:

   a. Falls are the most common cause of injuries in the home.

      This statement can be proved. We can count the number of home injuries reported to hospitals and doctors and determine the causes.

b. Falling is the worst kind of injury in the home.

This is an opinion because it is what someone thinks. Someone else may think a burn is the worst injury. Or someone else may think getting cut by a kitchen knife is the worst.

Analyze the following story for facts and opinions. Underline three facts and circle three opinions.

Our Home Fire

First, we heard the dog barking. We thought it might be a prowler. But then my mother smelled smoke. When you smell smoke, you better run. Mom got everybody up and out the front door. She had plenty of time to get us out and call the fire department. We wanted our coats,but she pushed us out the door. We had to stand in the cold for twenty minutes until Mrs. Mitchell invited us in. It took the fire company long enough to get there. They found the refrigerator still smoking. The dog was still barking in the kitchen. So the fire wasn't really dangerous. No one would have gotten hurt. We learned one thing though. A fireman checked our smoke detector and found the battery was dead. Mom went out and bought a new one the next day. We're still waiting to get a new refrigerator.

Activity 48 - Family Cycle Needs Vs. Housing Needs

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Describe oneself and family in relation to stages of the life cycle and particular housing needs.
READING OBJECTIVE:	Interpret figurative language.

FIGURATIVE LANGUAGE

The English language is full of expressions which mean something other than what the words say. For example, someone who lives in the city may say, "The city never sleeps." The person means that activity in the city does not stop at night. It continues twenty-four hours a day. Or the person may mean that the city is a busy place, even all night long.

Read the sentences below. Use the meaning of the sentence to help you determine the meanings of the underlined words. Write the meanings in your own words.

1. In the good old days, it was not unusual for a family to live in the same place for a lifetime.

   good old days means ______________________________

2. Houses must have private areas or quiet zones to meet the individual needs of family members.

   quiet zones means ______________________________

3. Young married couples usually do not have the worldly goods they need to fill an apartment or house.

   worldly goods means ______________________________

4. Children grow up, go off to work or school, then get married. These years seem to fly by.

   fly by means ______________________________

5. When the last of their children have left home parents are left with an empty nest.

   empty nest means ______________________________

6. Often, as children go away to school or marry, the house outgrows a family.

   outgrows means ______________________________

7. During the crowded years, parents need to practice good management and to teach each child to help care for the house.

   crowded years means ______________________________

8. Many people feel the true value of a house depends on three things: location, location and location.

   location, location and location means ________________

Activity 49 - Homes with Color

CONTENT AREA: Housing, Home Furnishings and Equipment
LEVEL: Intermediate
CONTENT OBJECTIVE: Identify and analyze the impact of color in selecting or planning the living environment.
READING OBJECTIVE: Identify synonyms.

COLOR WORDS

Do this activity after you have studied color in the home.

PART I

Color words are listed below. Using your own words write a short definition of each word in the column labeled "Definitions." Use a dictionary or textbook if you need help. Use these words for Part II of this exercise.

WORDS	DEFINITIONS	WORDS	DEFINITIONS
1. Prang color wheel	__________	16. dimension	__________
2. primary	__________	17. accent	__________
3. artificial	__________	18. complementary	__________
4. balance	__________	19. incandescent	__________
5. secondary	__________	20. value	__________
6. Brewster color wheel	__________	21. pattern	__________
7. harmony	__________	22. tint	__________
8. natural light	__________	23. fluorescent	__________
9. proportion	__________	24. shade	__________
10. tertiary	__________	25. texture	__________
11. contrast	__________	26. intensity	__________
12. rhythm	__________	27. mood	__________
13. Munsell System	__________	28. red, yellow, blue	__________
14. emphasis	__________	29. orange, green, purple	__________
15. hue	__________	30. red-orange, orange-yellow, yellow-green	__________

CONTENT AREA: Housing, Home Furnishings & Equipment-Activity 49, Page 2

PART II: Group The Words And Label Them

Form groups of words which belong together. Then use other words in the list or your own words to label why the group of words which belong together. Two examples are done for you. Write your groups and labels below.

	LABEL	WORDS WHICH BELONG TOGETHER
EXAMPLE 1:	Color Systems = (This label gives a general word which includes the names of the systems.	Prang Color Wheel, Brewster Color Wheel, Munsell System (These are the names of color systems.)

EXAMPLE 2: Primary colors = red, yellow, blue (These are examples of primary colors.)

LABEL — WORDS WHICH BELONG TOGETHER

GROUP 3: ______________________________ = ______________________________

GROUP 4: ______________________________ = ______________________________

GROUP 5: ______________________________ = ______________________________

GROUP 6: ______________________________ = ______________________________

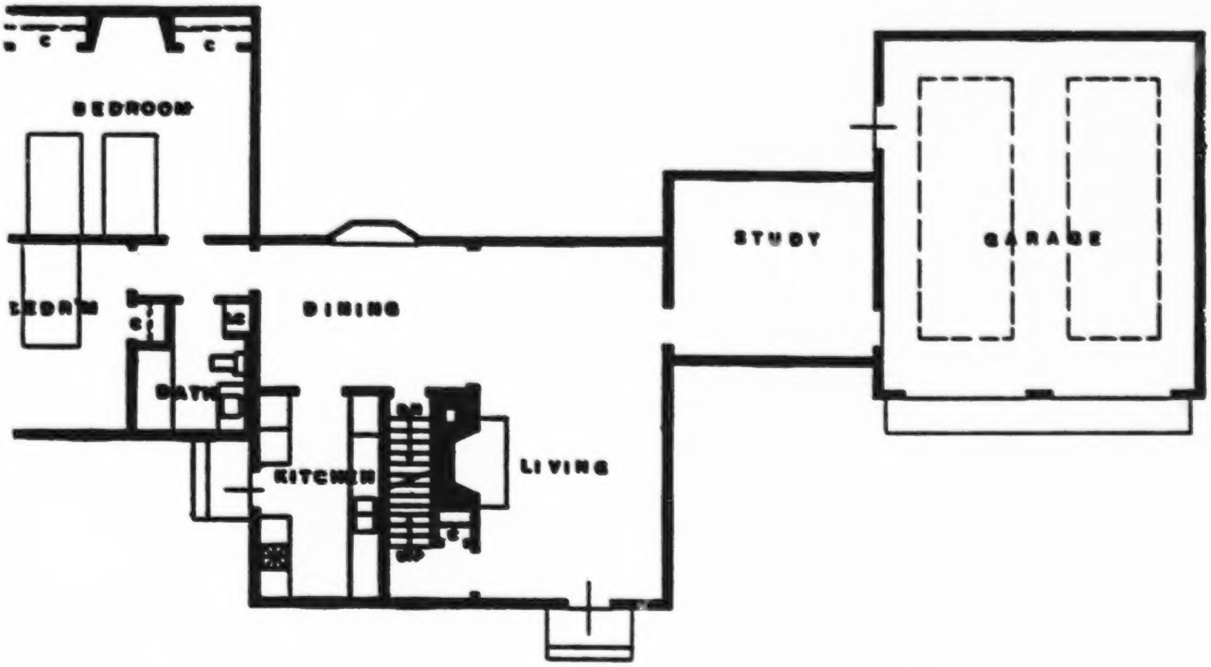
Activity 50 - A House Is Not a Home Without People

CONTENT AREA:	Housing, Home Furnishings and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Describe the physical characteristics of adequate housing in relation to human development and interaction.
READING OBJECTIVE:	Interpret data (information) presented in visual form.

PROCEDURES:

The worksheet is divided into three parts. The first part directs attention to literal comprehension. The responses are either right or wrong based on information in the floor plan. The second part directs attention to interpretive comprehension. The floor plan suggests a response to the item but is not explicit. The third part directs attention to applied comprehension. The floor plan is a starting point for your thinking, but you may also use information from past experiences or other sources to respond. You should be able to give reasons for your responses to items in part three.

THE GREENVIEW MODEL HOME



SOURCE OF MODEL: Sherwood, R. Homes: Today and Tomorrow. Revised. Copyright © 1976 by Glencoe Publishing/Bennett & McKnight Division, Peoria, IL. Illustration reproduced by permission of the publisher.

THE GREENVIEW

PART I:

Examine the floor plan of The Greenview and put a check mark (v) beside each sentence which is true.

___ 1. This home has a two-car garage.

___ 2. There are two bedrooms.

___ 3. There are two baths.

___ 4. Each room has a closet.

___ 5. The living room has a fireplace.

PART II:

Put a check mark (v) beside each sentence which can be supported by the floor plan. Be prepared to tell which parts of the plan helped you decide.

___ 1. The living room is the largest room in the house.

___ 2. A family could not eat its meals in the kitchen.

___ 3. This home has neither an upstairs nor a basement.

___ 4. The planner has provided for natural sunlight in each room.

___ 5. The study is as large as a bedroom.

PART III:

Put a check mark (v) beside each sentence which you think true. Use the floor plan and other ideas you have. Be prepared to explain your answer.

___ 1. The planner designed this house for a small family.

___ 2. The house would be crowded if the family had to have a grandparent or other relative move in.

___ 3. People can watch TV in the living room without disturbing sleepers in the bedroom.

___ 4. This house is probably not as expensive as most other family housing.

___ 5. Teenagers would like living in this house.

___ 6. This house can be remodeled to meet the changing needs of family members.

CLOTHING AND TEXTILES

Lesson Plan 6

CONTENT AREA: Clothing and Textiles
LEVEL: Introductory
CONTENT OBJECTIVE: Select appropriate clothing choices for a given situation and/or activity.

READING OBJECTIVE: Scan to find specific information.

MATERIALS NEEDED: Copies of department store catalogs or monthly sales catalogs, worksheet which accompanies this lesson.

MOTIVATION: Distribute the catalogs and have students skim through to get a general idea of the location of clothing items. Also, ask them to find the index if the catalog contains one.

PROCEDURE:

1. Distribute the worksheet for Activity 51 to students. Have them follow the directions as given. They will scan the catalogs to make choices about purchasing new clothes for a part time job.

2. Time how long it takes for students to complete the activity.

3. Have a discussion about how the time was spent - finding the information or deciding what to buy. Include information about how to scan and the value of doing it.

4. Have students exchange papers with a partner. Each student scans to find what the partner selected.

5. Have partners discuss the appropriateness of the choices.

6. Vary this activity by changing items on the worksheet. For example, add a column for cost and include it in the discussion.

This activity could also be adapted for a home furnishings unit by having students select furnishings for a new home.

Activity 51 - Scanning the Catalog

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Select appropriate clothing choices for a given situation and/or activity.
READING OBJECTIVE:	Scan to find specific information.

SCANNING THE CATALOG

You just got a job as an office helper in a nearby insurance company. You will work after school from 4:00 to 5:30 each day. You notice that the clothes you wear to school are not appropriate for the office. Everyone there dresses professionally. You decide you need some new clothes.

Use a department store catalog to find new clothes for the office. Work quickly and fill in the information required in the columns.

ITEM	CATALOG PAGE NUMBER	CATALOG NUMBER
Outer coat		
Dress or Suit		
Blouse or Shirt		
Slacks or Pants		
Sweater or Sport coat		
Scarf or Tie		
Belt		
Stockings		
Shoes		
Jewelry		

Activity 52 - Retail Resources

CONTENT AREA: Clothing and Textiles
LEVEL: Advanced
CONTENT OBJECTIVE: Compare the services offered by different types of shopping outlets.
READING OBJECTIVE: Infer contrasts.

The selection below mainly discusses factory outlet stores. However, throughout the whole selection, the factory outlet is being compared to the department store. The author directly gives information about the factory outlet. Comparable points about the department store are implied. You must figure them out on your own. Read the paragraph and fill in the chart which follows. Look back at the paragraphs any time you need.

DEPARTMENT STORE VS FACTORY OUTLET

Even though department stores still account for the largest share of clothing sales, factory outlets have become major merchandisers in the apparel market.

Many consumers have abandoned their monthly visit to the large suburban mall and instead have found factory outlet stores in remote locations, often far from home. Not only have buyers been willing to suffer less sales help and a narrower selection of goods, they also seem willing to give up purchasing on credit and liberal return policies.

Customers of factory outlets claim the quality of clothing is as good as that found in any department store. Besides, outlets that mix seconds or irregulars in the stock clearly label those items, making it just as easy for buyers to purchase items of known quality. However, the single most important reason for the growth of outlet stores is their lower prices. American shoppers seem willing to trade off some of the department store frills for lower prices.

POINT OF COMPARISON	WHAT THE AUTHOR SAID ABOUT FACTORY OUTLETS	IMPLIED IDEAS ABOUT THE DEPARTMENT STORE
1. Location		
2. Sales help		
3. Selection		
4. Credit		
5. Return policy		
6. Quality		
7. Cost		

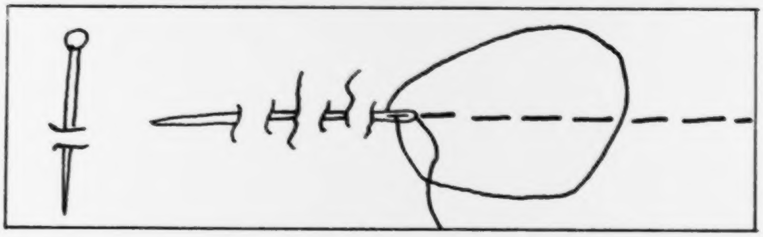
Activity 53 - Hand Stitches Decisions

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify and use basic procedures in the care, storage and maintenance of personal clothing.
READING OBJECTIVE:	Make judgments from information presented.

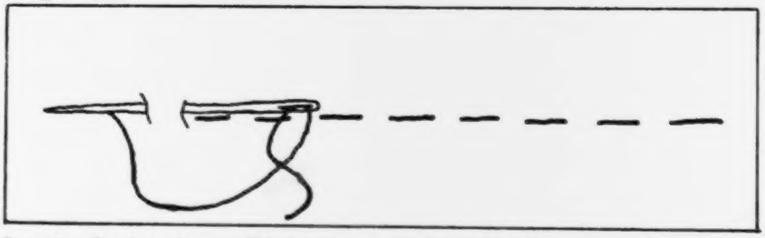
TYPES OF HAND STITCHES

Read the information about the types of stitches then decide which stitch is appropriate for the sewing needs presented in the pictures.

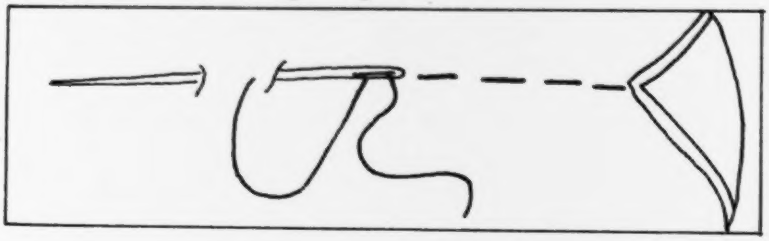
1. Running Stitch - This is the simplest form of permanent hand stitching. It is especially good if you need spaced stitches. It is used for gathering, tucks and quilting where there is no strain on the stitching.



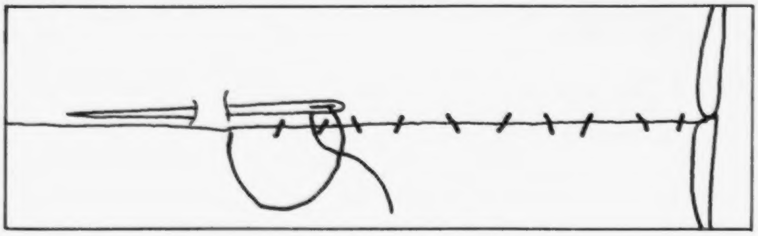
2. Back Stitch - Threads can be fastened securely or machine-stitched seams can be mended with this stitch. It is useful for places hard to reach by machine - underarm seams gussets and plackets. It looks like machine stitching.



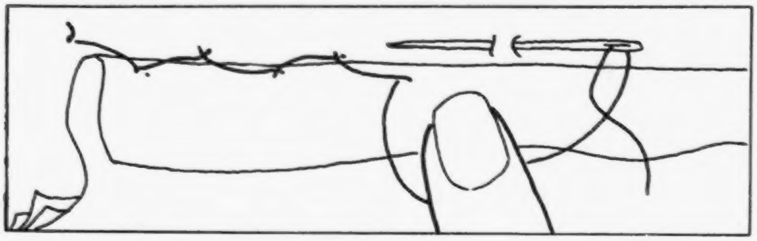
3. Pick Stitch - This is a variation of the back stitch. It is used for hand zipper applications and sometimes for collar and facing edges.



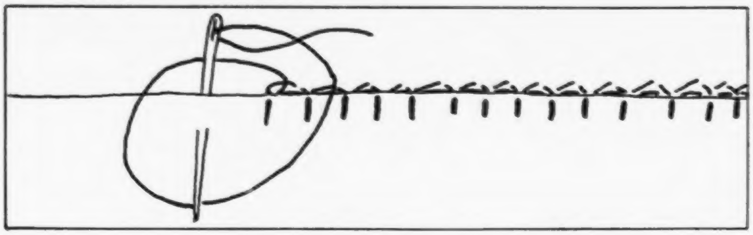
4. Slip Stitch - For protection against abrasive wear on skirts or other hemmed garments, a slip stitch is best. Between stitches, the thread runs inside the fold of the hem.



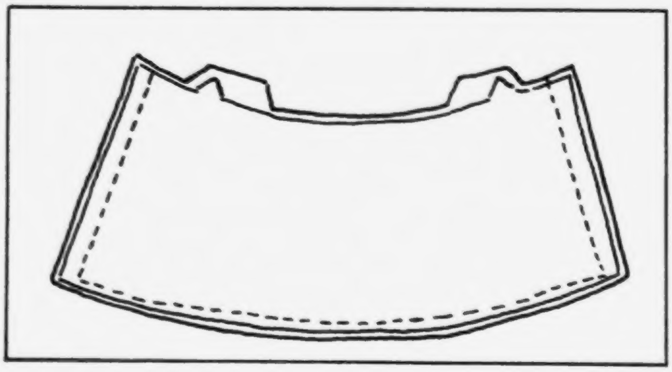
5. Catch Stitch - Use it on the underside of a garment to hold the cut edges of one fabric against another. Labels in coats and suits are often held in place with this stitch. It is also used for joining interfacing seams and darts. It is not recommended for hems.



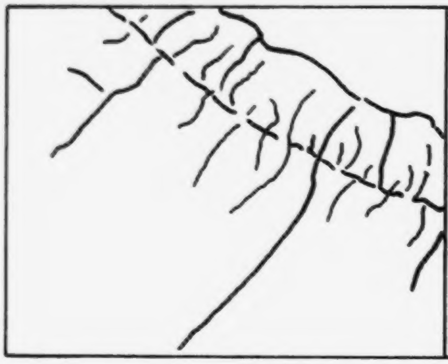
6. Buttonhole Stitch - It can be used to repair or strengthen machine buttonholes. This is a good stitch for sewing on snaps, hooks and eyes, because it gives long wear and an attractive finish.

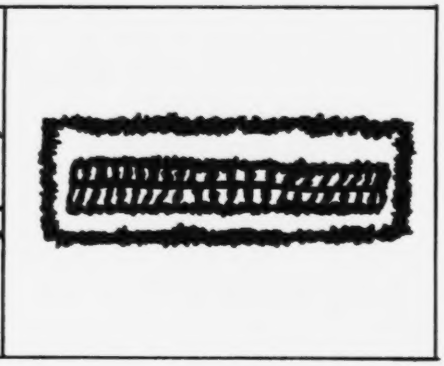


SEWING NEEDS

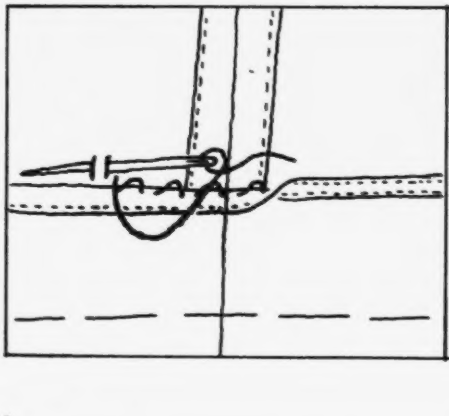


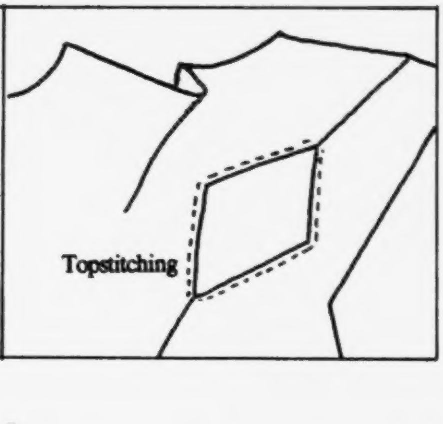
1. ______________________________





2. ____________________ 3. ____________________

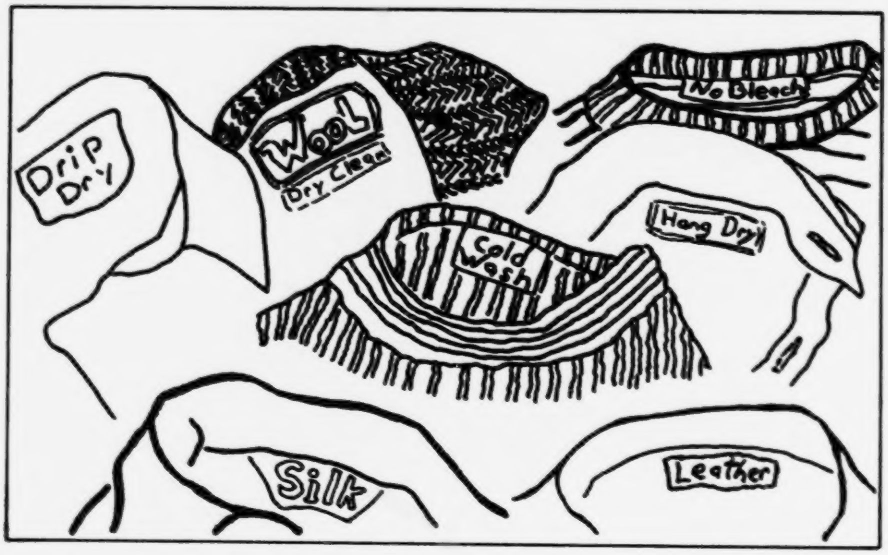



Topstitching

4. ____________________ 5. ____________________

Activity 54 - List and Label

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Use the information given on labels in the selection and care of clothing and textiles.
READING OBJECTIVE:	Identify synonyms (or words with similar meanings).



WORDS ON LABELS

Frequently, the words found on different garment labels have similar meanings. In each group is a word that does not belong. Write it in the column labeled "Does Not Belong". Then in the last column tell what the group of words have in common.

	DOES NOT BELONG	THE OTHER WORDS REFER TO
1. Machine washable, machine wash, damp wipe, washable.		
2. Cold wash, cold rinse, cold setting, cool iron		

WORDS ON LABELS (cont.)

		DOES NOT BELONG	THE OTHER WORDS REFER TO
3.	Drip dry, dry clean, hang dry, line dry.		
4.	Durable press cycle, permanent press cycle, gentle cycle, hand wash only.		
5.	Do not iron, cool iron, warm iron, hot iron.		
6.	Nylon, orlon, acrylic, wool.		
7.	Polyester, cotton, wool, silk.		
8.	Linen, suede, cowhide, leather.		
9.	Made in Hong Kong, made in Singapore, made in Korea, made in U.S.A.		
10.	No wring, no bleach, no twist, no squeeze		

Activity 55 - A Dress for the Dance

CONTENT AREA: Clothing and Textiles
LEVEL: Intermediate or Introductory
CONTENT OBJECTIVE: Identify some of the social and psychological factors influencing clothing selection.
READING OBJECTIVE: Infer purpose.

THE DRESS

Helen bought a new dress for a school dance. Below are statements about the dress. In the appropriate columns, write who you think might have made those comments and why.

Possible responses are:

1. A friend
2. Helen
3. Helen's father or mother
4. Sales person
5. Helen's mother or father

COMMENTS	WHO SAID IT	WHY IT WAS SAID
1. The colors are brilliant. The fit shows off your figure. You'll be the life of the party in that dress. And it's priced just right.	________________	________________
2. I really like the way it looks. Only someone as lively as you would pick those colors. All the other girls at the dance will be dull compared to you.	________________	________________
3. She can't wear that dress to the dance. The colors are awful and it's too tight. When she dances, that dress will split right down the back. This is the last time she'll go shopping alone.	________________	________________

COMMENTS	WHO SAID IT	WHY IT WAS SAID
4. Life is not a spectator sport. This is the dress of my dreams. Wait 'til everyone sees it.	________________	________________
5. Oh dear! Why did you buy that dress? The colors aren't right for you. It's too tight for dancing. You won't be able to move all night. Let's take it back and exchange it for another.	________________ ________________	________________ ________________

Activity 56 - Pattern Skimming

CONTENT AREA: Clothing and Textiles
LEVEL: Intermediate or Introductory
CONTENT OBJECTIVE: Select and use appropriate patterns.
READING OBJECTIVE: Skim to identify details.

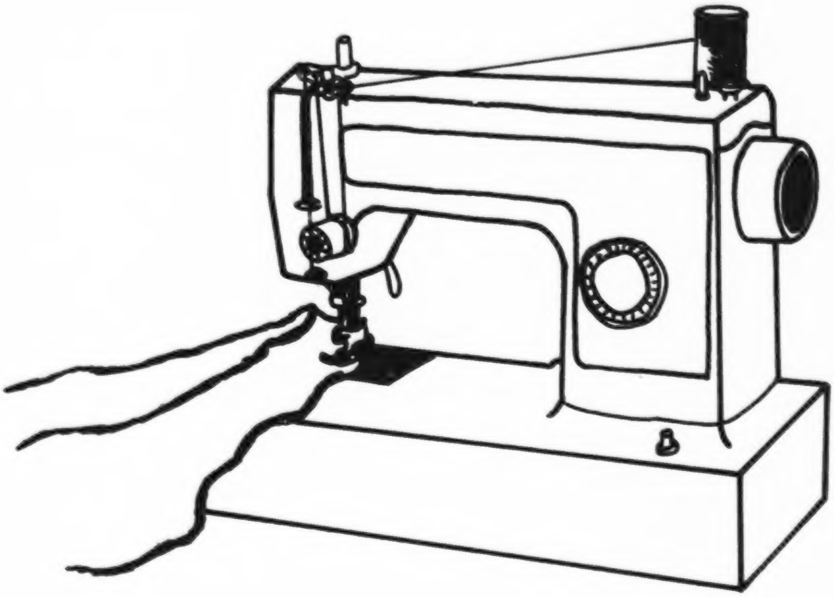
PATTERN SKIMMING

Examine the pattern provided by the teacher. Information generally found on a pattern is listed in the left column. Write the location in the middle column. In the right column write any other information you see about that item.

INFORMATION	LOCATION	OTHER INFORMATION I SAW
1. Name of company	____	____
2. Pattern number	____	____
3. How many pieces	____	____
Number of each piece	____	____
4. Lay out & cutting instructions	____	____
5. Symbols	____	____
6. Seam guide line	____	____
7. Sewing directions	____	____
8. Style or view	____	____
9. Size	____	____
10. Cost	____	____
11. Amount of fabric needed	____	____
12. Notions needed	____	____

Activity 57 - Upper Threading of a Sewing Machine

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Demonstrate skill in operating a sewing machine.
READING OBJECTIVE:	Identify chronological sequence.



The paragraph uses signal words to describe the steps in threading a sewing machine. Signal words help you understand the time order of events. Read the paragraph and underline the signal words. Afterwards the class will discuss what would happen if the steps are not followed in order.

Time Signal Words: before, after, when, then, as, first, next, afterwards.

Although the parts involved differ in location and appearance, the upper threading of a sewing machine is basically the same. First, place the spool of thread on the spool pin and put the end through the first thread guide. Then, bring the thread down toward the tension assembly. Tension assemblies differ, so some variation may be needed in the next step. Pass the thread around the tension discs. Pull the thread upward, then let it go slack. This allows the thread to be caught by the hook and thread check spring, which together hold the thread in position between the tension discs. Next, bring the thread up and behind the thread guide and pass it through the take-up lever. Bring the thread down through the thread guides to the needle. Put the thread through the needle, being sure it goes in the proper direction for the machine. Pull at least three inches of thread through the needle. Before threading any machine, raise the presser foot and bring the take-up lever to its highest point.

SOURCE: Adapted from Reader's Digest Complete Guide to Sewing. Pleasantville, NY: Reader's Digest Association, 1976, p.21.

Activity 58 - Clothing Repair

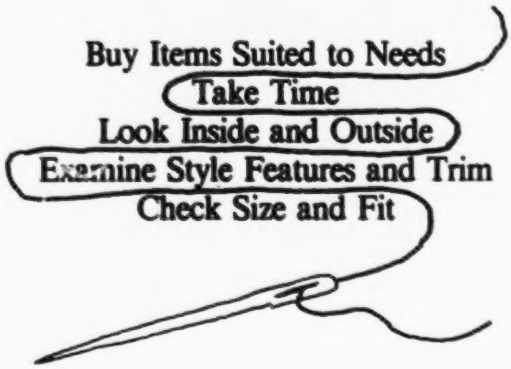
CONTENT AREA:	Clothing and Textiles
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Develop procedures for the care and repair of clothing and household textiles.
READING OBJECTIVE:	Identify the main idea of a passage.

Two passages are presented below. After the first is a needle and thread diagram showing the details and main idea of the paragraph. The second paragraph is followed by a blank diagram. Read the passage and fill in the details and main idea.

BUY CAREFULLY, MEND LESS

Many people get surprised by clothing that needs mending shortly after it is purchased. To reduce repairs, garments should be checked carefully before you buy them. Check the size and fit. Getting just the right fit avoids strains that will cause rips or tears. Examine the style features and trims to determine if they will hold up in use. Look at the workmanship on both the inside and outside of the garment. Flaws can be anywhere, not just on the outside. Take time to pick the best garment. Items of the same kind and size may differ. You cannot assume all are identical. Remember, clothing is made by people. Some are more skillful than others. Finally, select items suited for your needs. Items intended for leisure wear may not hold up if used for work or play (Clothing, 1965, p.2)

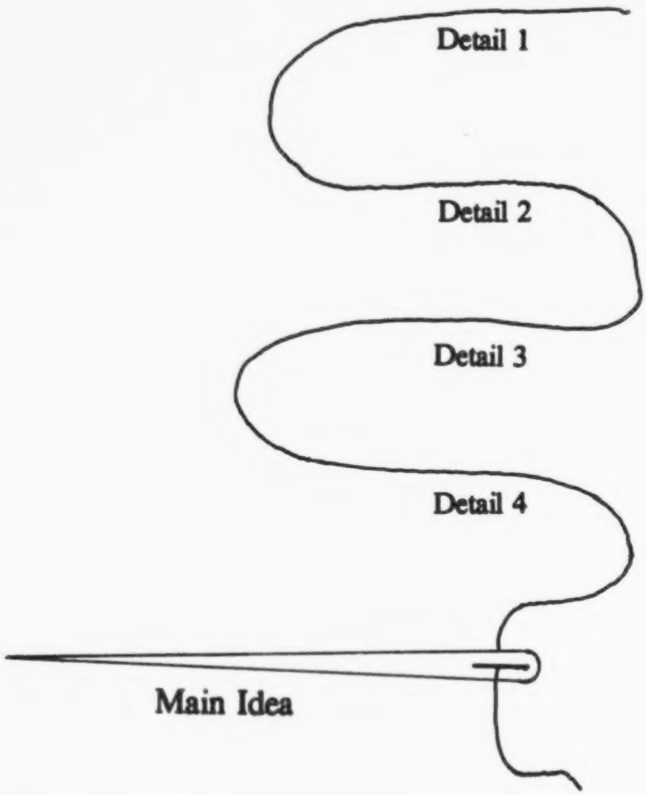
TO REDUCE REPAIRS, CHECK GARMENTS
BEFORE YOU BUY THEM



HAND STITCHING

Even if you do most mending with the sewing machine, you will still find use for the various hand stitches. Handwork is often necessary to prepare the damaged area for machine work. For example, certain hand stitches can be used to pull areas into shape before darning or applying a patch. They can also be used to disguise the seam lines of insets or patches. Every machine user eventually has a repair that cannot be reached easily by machine. Sewing by hand solves this problem. Finally when a mend needs to be invisible, soft, and flexible, nothing takes the place of handwork. (Clothing, 1965, p.2)

Hand Stitching



SOURCE: Clothing Repairs. Home and Garden Bulletin No. 107. Washington, D.C.: U. S. Department of Agriculture, 1965.

Activity 59 - Reading on the Job

CONTENT AREA:	Clothing and Textiles
LEVEL:	Advanced
CONTENT OBJECTIVE:	Identify and describe the skills and knowledge needed for employment in the clothing and textile areas.
READING OBJECTIVE:	Draw conclusions.

DIRECTIONS

Your teacher will show you materials that are commonly read by people who work in various clothing and textile jobs. These materials may include trade journals, business documents, government regulations, advertising copy, technical directions, patterns, and fashion reviews. Pick one and answer the following questions about it.

1. What is the title of the material you are examining?

    ____

2. For which occupations does it seem appropriate? ______

    ____

3. Name some topics which are discussed in the material.

    ____

4. Have you studied any topics in school which are related to the topics in the material? __________. If so, name them. ______________________________

5. Skim over a page. Write a few of the new words you see here. Circle those you can define. ______________

    ____

6. Read a paragraph or other block of material. Try to summarize it in your own words. ________________

    ____

7. Is any math ability or writing ability required to read this material? ______________________________

8. What other abilities are needed to read the material?

    ____

9. How good a reader must you be to understand the material?

    ____

10. What else can you conclude about the reading ability needed to function in this occupation? ____________

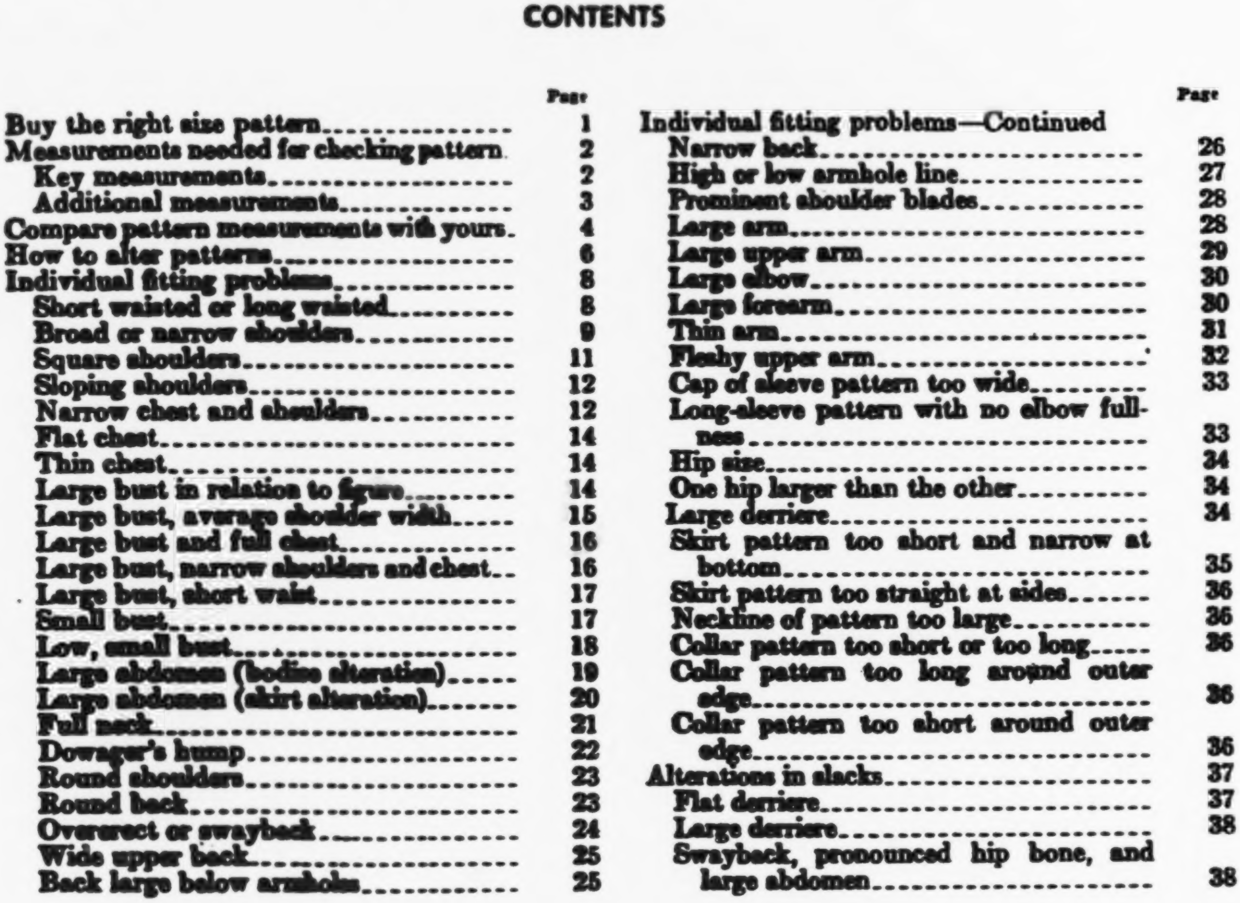
    ____

Activity 60 - Making Clothes That Fit Me

CONTENT AREA: Clothing and Textiles
LEVEL: Intermediate
CONTENT OBJECTIVE: Use pattern making techniques.
READING OBJECTIVE: Using the Table of Contents.

PATTERN ALTERATION

Sue loves to make her own clothing. However, the patterns she buys always need alteration because Sue constantly gains weight, then loses it again. She bought a booklet on how to alter the patterns. The Table of Contents is reproduced for you. Use the Table of Contents to answer the questions which follow:



CONTENTS

	Page
Buy the right size pattern	1
Measurements needed for checking pattern	2
Key measurements	2
Additional measurements	3
Compare pattern measurements with yours	4
How to alter patterns	6
Individual fitting problems	8
Short waisted or long waisted	8
Broad or narrow shoulders	9
Square shoulders	11
Sloping shoulders	12
Narrow chest and shoulders	12
Flat chest	14
Thin chest	14
Large bust in relation to figure	14
Large bust, average shoulder width	15
Large bust and full chest	16
Large bust, narrow shoulders and chest	16
Large bust, short waist	17
Small bust	17
Low, small bust	18
Large abdomen (bodice alteration)	19
Large abdomen (skirt alteration)	20
Full neck	21
Dowager's hump	22
Round shoulders	23
Round back	23
Overerect or swayback	24
Wide upper back	25
Back large below armholes	25
Individual fitting problems—Continued	
Narrow back	26
High or low armhole line	27
Prominent shoulder blades	28
Large arm	28
Large upper arm	29
Large elbow	30
Large forearm	30
Thin arm	31
Fleshy upper arm	32
Cap of sleeve pattern too wide	33
Long-sleeve pattern with no elbow fullness	33
Hip size	34
One hip larger than the other	34
Large derriere	34
Skirt pattern too short and narrow at bottom	35
Skirt pattern too straight at sides	36
Neckline of pattern too large	36
Collar pattern too short or too long	36
Collar pattern too long around outer edge	36
Collar pattern too short around outer edge	36
Alterations in slacks	37
Flat derriere	37
Large derriere	38
Swayback, pronounced hip bone, and large abdomen	38

SOURCE: The Table of Contents is reproduced from: Pattern Alteration Home Economics Research Report No. 32. United States Department of Agriculture, Washington, D.C.

QUESTIONS

1. At least how many pages are in this booklet? ____________
2. Does the booklet contain other reader aids like a preface, index, appendix or glossary? ____________
3. How many major topics are discussed in this booklet? ____
4. What is the first major topic? ____________
5. What is the last major topic? ____________
6. On what page would you find information about measurements needed for checking the pattern? ____________
7. On what page will you find information about fitting problems for a round back? ____________
8. On what page will you find information about fitting problems for a large upper arm? ____________
9. Would Sue find this booklet useful for altering patterns to suit her changing weights? ____________
10. Skim through the Table of Contents and underline every word you do not know. How could you find the meanings of these words? ____________

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APPENDIX

ANSWER KEYS

Child Development

Activity 1 - Physical and Emotional Characteristics of Children
(p. 3)

Answers will vary.

Activity 2 - Resolving Children's Arguments
(p. 4)

Items 1, 2, 6, 8, 9 should be checked. They are not relevant.

Activity 3 - Coping With Kids
(p. 6)

1. Sentence 1 is the main idea.
2. Sentence 1 is the main idea.
3. The last sentence is the main idea.

Activity 4 - Responsibilities of a Babysitter.
(p. 8)

Items 1R, 2C, 3R, 4C, 5X, 6R, 7C, 8C, 9X, 10X or C

Activity 5 - Effect of Heredity and Environment
(p. 9)

a. H b. E c. H d. E e. H

a. cause = drug use by a mother

b. cause = harmful substances
effect = slow growth, infection, abnormal bleeding at birth

c. cause = gonorrhea
effect = blindness

Activity 6 - Physical Development of Children
(p. 11)

1. Plaque - sticky, colorless film on the teeth

2. Large motor skills - use of the large muscles

   Small motor skills - use of the muscles in the wrists, fingers and ankles

   Eye-hand coordination - coordinating hand movements with what is seen

3. Manipulation - skilled use of the hands

4. Sphincter muscles are muscles which control elimination

5. Proportion - a size relationship

6. Primary teeth - baby teeth

7. Weaning - changing from a bottle or breast to a cup

8. Enuresis - lack of bladder control

9. Ambidextrous - use both hands with skill

Activity 7 - Bathing Baby
(p. 13)

1. Both parents adjusted the thermostat. Both prepared the baby, the bath and the bathroom. Both washed the baby's hair and body. Both dried the baby, dressed her and then cleaned up afterwards.

Activity 7 - Bathing Baby
(cont.)

2. Olivia took more time to give the bath and played with Alicia. Brian was more business like, Olivia was more careful about the water temperature and providing for the baby's comfort during the bath. She took extra care in putting shampoo in the baby's hair and put towels in the bathtub so the baby would not slip or get cold. Olivia oiled the baby after the bath, Brian used powder. There are also minor differences in the items each set out and used.

3. Accept student responses which are supported by reasoning based on information in the story or their own background experience.

   Brian could have burned the baby in the water or got shampoo in her eyes. The baby could have slid around in the tub or gotten chilled on the parts out of the water. Some people do not recommend using powder after a bath. Brian used it. The powder could irritate the baby or aid in the development of a rash.

Activity 8 - Reading Stories to Children
(p. 16)

Answers will vary

Activity 9 - Multiple Meanings (p. 17)

1. a. two words which are abbreviated by using apostrophe and the letter t
   b. cramps
2. a. a mathematical equation
   b. a baby food that is not produced by the mother herself
3. a. the engine
   b. muscles and use of the muscles

Activity 10 - Bathing Baby 2
(p. 19)

Both the mother and father prepared the bath, cleansed the baby, dried and dressed her then cleaned up.

3. while, first, then, next, by this time, when after this, finally, etc.

Family Relationships

Activity 11 - Revealing One's Values
(p. 22)

CHARACTERS	WHAT EACH WANTED
Linda	Go to the movies with George.
Mr. Fernandez	All the family visit Grandmom. Show respect for her.
Mrs. Fernandez	All the family visit Grandmom. Show respect for all members of the family.

Activity 11 - Revealing One's Values (cont.)

Joe	Stay out of family arguments. Visit the mall.
Tommy	Get candy.
George	Go to the movies with Linda.
Grandmom	Be visited. Get cheered up.
Uncle Al	Get people to visit Grandmom. Cheer her up.

VALUES - The discussion of values should focus on relationships within the family - to grandparents, uncles, parents and siblings. Accept clues based on what the characters say or do or what is said about them.

Activity 12 - Let's Have A Party
(p. 24)

Order = 5, 3, 8, 7, 1, 4, 6, 10, 2, 9

Some items may vary. Accept reasonable variations.

Activity 13 - Children and Chores (p. 26)

1. Too specific
2. Not related
3. Main idea
4. Too general

Activity 14 - Environmental Factors Affect The Family
(p. 27)

CAUSE	EFFECT
1. Congress passed the law.	Social Security recipients will receive an automatic 3.4% increase.
2. Women have more career opportunities.	Marriage is no longer the most popular choice.
3. No fault divorce laws encourage an equal division of assets.	Men benefit economically but women do not.

Activity 14 - Environmental Factors Affect The Family (cont)

4. Survey found 27% of students had no one home.	Faculty voted to request a latch-key program.
5. Mortgage interest rate declined.	Home sales increased.

Activity 16 - What Does Being Mature Mean? (p. 30)

1. a b and c = yourself

2. Self means yourself - the meaning is obvious from the examples. But some word parts are not so obvious.

4. a. feeling about yourself

   b. feeling about your value

   c. refreshing yourself

   d. examining yourself

   e. being able to take care of yourself

   f. being sensitive about yourself

Activity 17 - Careers Then and Now (p. 32)

Paragraph A	Main idea followed by sentences 3, 6, 4, 8, 9
Paragraph B	Main idea followed by sentences 1, 7, 5, 10, 2

Activity 18 - A "Special Needs" Family Member (p. 34)

		Paragraph No.
1.	similar	1
2.	similar	1
3.	similar	1
4.	similar	1
5.	similar	3
6.	different	2
7.	similar	3
8.	different	2 & 5
9.	similar	1, 5
10.	different	5

Discuss each item. Accept only clues from the passage.

Activity 19 - Family Priorities (p. 37)

A. They will probably call after 9:00 P.M.

B. Yes, they will probably be burglarized.

C. Accept reasonable answers.

Be sure students cite information from the passages to support their conclusions.

Activity 20 - "Dear Abby"
(p. 39)

Accept reasonable answers which are based on information in the letters.

Foods and Nutrition

Activity 21 - U.S. RDA
(p. 44)

1. U.S. RDA are guides to the amounts of vitamins and minerals needed each day to stay healthy.

2. The U.S. RDA is based on the U.S. Recommended Dietary Allowance. U.S. RDA is a condensation of the U.S. Recommended Dietary Allowance. The U.S. RDA contains the highest values for various age groups.

3. The U.S. RDA is only a guideline. It overestimates for many population groups.

4. The nutrition label contains two parts: The first tells the size of the serving and number of servings in the package. The second part gives the U.S. RDA for protein and minerals.

5. The labels are useful in telling the nutritional value of the food.

The second article refines the information and provides more details about how the U.S. RDA's are established. It provides information about the limitations of the U.S. RDA. Accept student responses based on the content of both passages.

Activity 22 - Read Labels For Nutrition Information
(p. 47)

Part 1 Items 1, 2, 4, 6, 7 should be checked.

Part 2 Items 1, 4, 5, 7 should be checked.

Activity 24 - Chili By Rosa
(p. 51)

1 x 2 x 3 4 x 5
6 x 7 8 9 x 10
11 12 x 13 x 14

Activity 26 - Rice, The Staple Food of Asia (p. 54)

	STAPLE	PROTECTIVE FOOD	STATUS FOOD
Taste	bland	seasoned or spicy	sweet
Cost	inexpensive	more expensive than staples (see inference in paragraph 6)	expensive
Ease of preparation	easy		
Nutritional Value	provides energy and low value protein	high	varies from food to food
Examples	rice, wheat millet corn, potatoes, etc. paragraph 2	vegetables, etc. paragraph 3	fruits, soft drinks last paragraph
Other points of comparison	Accept reasonable answers, but ask students what part of the text supports their views.		

Activity 27 - Food Scramble (p. 56)

Group A - Sentence 1

Group B - Sentence 3
Order = 3, 4, 1, 2, 5 or other reasonable order.

Group C - Sentence 4
Order = 4, 5, 1, 2, 3

Activity 28 - Dictionary Search (p. 58)

Yes 1, 3, 4, 6, 10

No 2, 5, 7, 8, 9

Part III Suggested Answers:

1. Use context clues
2. Use word parts
3. Use the glossary
4. Use picture clues
5. Use combinations of 1-4 above

Activity 29 - Food Hunt
(p. 60)

1. 11
2. 156
3. 158
4. 149-151
5. 6
6. 108
7. chicken & turkey
8. 157
9. milk, cheese
10. 155

Activity 30 - Veggies
(p. 63)

Accept any reasonable answers that approximate the meaning.

1. parts that cannot be eaten
2. plain or other reasonable answers
3. dried
4. throw away
5. for a long time
6. chop, etc.
7. defrosting
8. being ruined or no good
9. salad ingredients - examples listed
10. negative example - students are not expected to get the answers Methionine and lysine are proteins.

Legumes are a family of vegetable in which the seeds come from pods.

Consumer Education

Activity 31 - Charge It
(p. 68)

Answers for Activity 39, pp. 82-83

Accept reasonable answers supported by the information in the chart. It seems she used her money for personal items at first. She met a nice man, got married, bought things for the house. She had a child and returned to work. Her pattern of spending changed from personal items to spending for others. Some students may believe she returned to work because she no longer has a man in her life. Other stories are possible.

Activity 32 - Consumer Credit
(p. 68)

II. B. Too much debt and other demands suffer

III. Cost of credit

III. B. Higher prices for merchandise

III. D. Discounts for cash

III. E. 1. Length of loan
- 2. Type of business giving credit
- 3. Your credit report

Activity 33 - Federal Credit Laws (p. 70)

1. no

2. no

3. no

4. Need more information

5. Need more information

6. yes

Activity 35 - Where To Find Insurance (p. 74)

1. Insurance, employment
2. Peter Honigsberg
3. The Unemployment Benefits Handbook
4. Reading, Mass.
5. Addison-Wesley
6. 1981
7. 344.024
8. Includes an index, illustrations, size (24 cm.)
9. Unemployment and insurance in the U.S.
10. Accept reasonable responses

Activity 37 - Buying Power (p. 78)

Paragraph 2 - It is the first sentence.

Paragraph 3 - Both boys and girls spend money on grooming aids.

Paragraph 4 - The first sentence is the topic sentence.

Suggested general main idea:

Young people are involved in spending decisions. Or Young people make decisions about how money is spent.

Paragraph 3

GIRLS
1. facial cosmetics
2. hair care

YOUNG MEN
1. shaving products
2. cologne
3. deodorants
4. hair care products

Paragraph 4

1. snacks
2. soda
3. car
4. TV
5. stereo

Activity 39 - Banking Business (p. 81)

Part II

1. Checking accounts

2. Dangers of teen checking accounts

3. yes - the article tells how to avoid problems

4. M. Clifford

5. yes

6. Seventeen

7. 21

8. 43-44

9. October 21, 1985

Part III

1. Black banks and banking

2. Black banks help urban development

3. no

4. L. Jones Fields

Activity 39 - Banking Business (cont.)

5. no

6. Black Enterprise (abbreviated)

7. 16

8. 26

9. October 1985

Activity 40 - To Buy or Not To Buy (p. 82)

1. a. If students do any cost calculations, they will realize that there is little savings if their recordings are purchased from a store at the sale price.

   b. Convenience of purchases
   Getting a sale price all the time
   Accept reasonable answers

2. a. There is little relationship between the cost of grain and the cost of liquor

   b. To discourage drinking

   c. Higher prices and social pressure.

Housing, Home Furnishings and Equipment

Activity 42 - Buying Our First House (p. 89)

1. All words beginning with re except real estate

3. re means back or again

4. B

Activity 44 - Architecture Reflects Various Cultures (p. 93)

Part I

1. Tudor, architecture

2. Hex, Pennsylvania

3. Traditional, contemporary, furniture

4. Williamsburg, Architecture, American or Colonial

5. Spain, castles

Part II

1. 6, 7
2. 1,4
3. 2,8
4. 10, 2
5. 1, 8

Activity 47 - Is Your House Safe? (p. 98)

Examples of Facts:

First we heard the dog barking.
My mother smelled smoke.
We had to stand in the cold for twenty minutes, etc.

Opinions:

When you smell smoke, you better run.
She had plenty of time to get us out.
So, the fire wasn't really dangerous, etc.

Activity 48 - Family Cycle Needs vs Housing Needs (p. 100)

1. Times past

Activity 48 - Family Cycle Needs vs Housing Needs
(cont.)

2. Quiet areas of the house, places where noise is not permitted

3. products, merchandise, furniture, etc.

4. go by quickly

5. empty house

6. becomes too large

7. when everyone is still living at home

8. where the house is located is the only true determiner of its value.

Activity 50 - A House Is Not A Home Without People
(p. 103)

Part 1. Items 1, 2 and 5 should be checked
Part 2. Items 1, 2, 4 and 5 should be checked
Part 3. Items 1, 2, 3, 4 and 6 might be checked
Accept alternative responses if reasonable.

Clothing and Textiles

Activity 51 - Scanning The Catalog (p. 107)

Answers will vary.

Activity 52 - Retail Resources (p. 108)

		FACTORY OUTLETS	IMPLIED DEPARTMENT STORE
1.	Location	remote locations	Suburban mall
2.	Sales help	less help	more help

Activity 52 - Retail Resources (cont.)

	FACTORY OUTLETS	IMPLIED DEPARTMENT STORE
3. Selection	narrower	broader
4. Credit	none	buy on credit
5. Return policy	not liberal	liberal
6. Quality	known	known
7. Cost	lower	higher

Activity 53 - Hand Stitches Decisions (p. 109)

1. Pick stitch
2. Running stitch
3. Buttonhole stitch
4. Catch stitch
5. Back stitch

Activity 54 - List and Label (p. 112)

DOES NOT BELONG	OTHERS REFER TO
1. damp wipe	machine washing
2. cool iron	setting on washing machine or cold water cleaning
3. dry clean	drying clothes
4. hand wash	machine settings
5. do not iron	iron settings
6. wool	artificial fiber
7. polyester	natural fibers
8. linen	animal hide
9. made in U.S.A.	foreign manufacture
10. no bleach	removing water

Activity 55 - A Dress For The Dance (p. 114)

1. salesperson

2. a friend

3. father or mother

4. Helen

5. mother or father

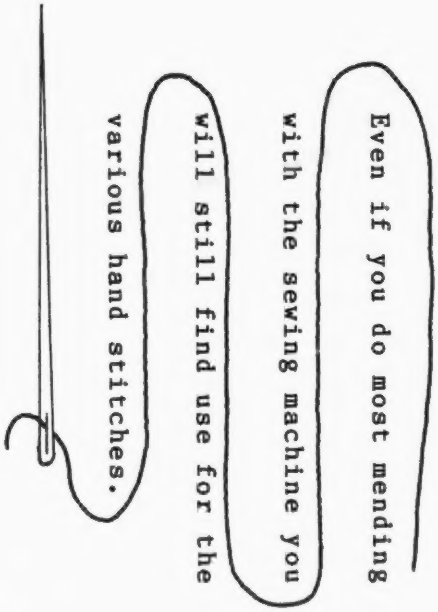
Activity 56 - Pattern Skimming (p. 116)

Answers will vary.

Activity 57 - Upper Threading of a Sewing Machine (p. 117)

First, then, next step, then next, before

Activity 58 - Clothing Repair (p. 119)



Even if you do most mending with the sewing machine you will still find use for the various hand stitches.

Activity 59 - Reading On The Job (p. 121)

Answers will vary.

Activity 60 - Making Clothes That Fit Me (p. 117)

1. 38
2. no
3. 6
4. Buy the right size pattern
5. Alterations in slacks
6. 2
7. 23
8. 29
9. yes
10. use the dictionary, ask the teacher, etc.